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1989 BRITISH COLUMBIA
ASSESSMENT OF SOCIAL STUDIES

# SOCIAL STUDIES IN BRITISH COLUMBIA

## TECHNICAL REPORT OF THE 1989 SOCIAL STUDIES ASSESSMENT

· MINISTRY OF EDUCATION ·

Province of
British Columbia

# SOCIAL STUDIES IN BRITISH COLUMBIA: TECHNICAL REPORT OF THE 1989 SOCIAL STUDIES ASSESSMENT

Prepared by the Contract Team
1989 Social Studies Assessment

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## HIGHLIGHTS

- Interpretation Panels rated results for all three **cognitive levels** (Knowledge, Understanding and Application, and Higher Order and Critical Thinking) and for all three curriculum **goals** Satisfactory or Very Satisfactory at all three grades.
- Student attitudes towards **equal rights** tend to become more positive as they progress through the grades; however, acceptance of the equal rights of immigrants decreases.
- Student tolerance towards differences and **willingness to participate** in society are generally positive, although males tend to hold slightly less positive attitudes than females, particularly at the secondary level. Least tolerant attitudes were noted towards immigrants.
- Teachers believe that greater attention needs to be given to **attitude development** in both the curriculum and the classroom.
- While discussion of political and international issues increases through the grades, this is not accompanied by increased discussion of each person's role to help make Canada and the world a better place.
- **Participation** in citizenship activities declines at the secondary level. Students are more likely to hold positive beliefs about rights and responsibilities than to translate these beliefs into action.
- Students do not equate enjoyable learning activities with easy activities.
- The Interpretation Panels rated achievement for **French Immersion** students the same as that for regular program students in all domains at all three grades.
- Differences between **French Immersion** students and regular program students are greatest at Grade 4, and diminish thereafter.
- Teachers generally rely on traditional **teaching strategies** in their social studies classrooms, although teachers at the earlier grades are more willing to use more innovative methods.
- Many teachers do not use classroom strategies to foster the development of critical thinking, particularly at the secondary level.
- Teachers at the upper grades rely on a narrower repertoire of **evaluation** measures; the measure used most often is the teacher-made test.
- Teachers believe that the **scope** of the curriculum is too broad for the time allocated to teach social studies.
- The Interpretation Panels and the teachers surveyed made a number of suggestions about the **content** of the curriculum. Panel members and teachers at all three grades would like to see an increased emphasis on current events, global awareness, and environmental issues. Grade 10 panel members and teachers would also like to see more emphasis on geography and geographic skills.
- Teachers at all three grades support the emphasis on problem-solving, decision-making, critical thinking, and inquiry processes in the curriculum.
- Many teachers have not attended any **in-service** program on the current social studies curriculum, and most do not belong to the Provincial Social Studies Teachers' Association.
- Teachers **want** and require more **support** (in the form of resources and in-service programs) for implementing the critical thinking aspects of the curriculum.
- **Textbooks** need improving, particularly at the secondary level, and other teacher and classroom resources need to be provided, especially in French.

### INTRODUCTION

The 1989 British Columbia Social Studies Assessment was designed to evaluate the extent to which students demonstrate the knowledge, skills, and attitudes embedded in the social studies curriculum. The Student Assessment Branch of the Ministry of Education annually assesses one curriculum area. Social studies was last assessed in 1977.

In May 1989, over 100,000 British Columbia students in Grades 4, 7, and 10 took part in social studies attitude and achievement surveys. All Grade 10 teachers were asked to respond to a questionnaire, as were a selected sample of Grade 4 and 7 teachers, as part of the same assessment. The 1989 Social Studies Assessment marked the first assessment when students in French immersion and programme-cadre de français programs were assessed in their language of instruction.

### CONTEXT OF THE 1989 SOCIAL STUDIES ASSESSMENT

The 1989 Social Studies Assessment occurred during years of rapid changes in B.C. education. These changes flowed from several major factors. First, the creation of the Sullivan Royal Commission, the Commission's consultations, its reports, together with the government's subsequent implementation plan, Year 2000: A Framework for Learning, precipitated much public discussion and dialogue about educational and curricular issues, as well as concern about effective teaching in the context of curricular changes. Second, the stance of the Ministry of Education with respect to reporting the results of the assessment also changed, from a focus on the traditional judgements by expert panels about the provincial results, to performance oriented descriptors, akin to those developed recently by the National Assessment of Educational Progress in the United States.

The 1989 Social Studies Assessment was in danger of being overshadowed by the magnitude of the curricular changes recommended in the Year 2000 blueprint for educational change. At times the Contract Team felt that its work was irrelevant to the overarching changes being recommended in all curricular areas. Yet, in the final analysis, the assessment results led inexorably to recommendations that support the initiatives proposed in the Year 2000 report. This should not be surprising, given that for decades "social studies" as a field of study has been deliberately premised on the integration of traditional subjects such as history, geography, economics and law.

Against the backdrop of the sweeping changes advocated for education in British Columbia, the Social Studies Assessment becomes even more important in providing an accurate snapshot of the current status of critical thinking within one area of the curriculum. Moreover, the Assessment provides insight into the resources and in-service activities needed to support an integrated curriculum that incorporates critical thinking as a primary goal.

### ORGANIZATION

The 1989 Social Studies Assessment was organized in a manner similar to previous provincial assessments. The Ministry of Education awarded the contract for the 1989 B.C. Social Studies Assessment to a team of educators/researchers from the Faculty of Education at Simon Fraser University.

An **Advisory Committee**, comprised of teachers, Ministry personnel and university professors, was appointed by the Student Assessment Branch of the Ministry of Education to advise on the development of the Tables of Specifications and the instruments used in the assessment.

Development of the achievement surveys (both multiple-choice and open-ended), attitude scales, background information questions, coding procedures for open-ended activities, and teacher questionnaires was undertaken by the **Contract Team**, based at Simon Fraser University. The Contract Team was comprised of specialists in social studies (Wanda Cassidy), educational administration (Michael Manley-Casimir), measurement and evaluation (Carl Bognar), and French immersion (Cynthia Lewis). Representatives of the Contract Team attended all Advisory Committee, Review Panel, and Interpretation Panel meetings.

**Item development teams** comprised of practising teachers developed the materials used in the achievement surveys. The item development teams were supervised by three social studies specialists, one from each grade level to be included in the assessment. French immersion and/or programme-cadre teachers were members of the item writing teams for each level. The French immersion teachers worked with teachers from the regular program (English-language) to develop the items for the achievement surveys.

**Review Panels** comprised of teachers reviewed all instruments developed for the assessment.

Four **Interpretation Panels** were convened to determine the groupings of items for reporting results to schools and districts, to develop the descriptions of achievement results, and to evaluate the provincial achievement results by domain.

Responses to open-ended achievement forms completed by students were coded for analysis by teams of approximately 25 teachers at each grade, four of whom were French immersion teachers. The purpose of these Coding Teams was to describe student achievement on the open-ended forms at each grade.

A list of all committee members will be found in Appendix A.

## OBJECTIVES OF THE 1989 SOCIAL STUDIES ASSESSMENT

The assessment was designed to examine the following specific issues:

1. To what extent are students in British Columbia achieving selected goals and objectives of the social studies curriculum (primary, intermediate, and junior secondary)?
2. What changes in levels of achievement have occurred at the provincial level since the 1977 assessment?
3. What changes in student attitudes have occurred since the 1977 assessment?
4. What relationships exist between student attitudes and achievement?
5. How does the social studies achievement of British Columbia students compare with achievement in other jurisdictions where objectives are similar?
6. What relationships exist between classroom practices and social studies achievement?
7. What opinions do teachers hold about the social studies program?
8. What recommendations are suggested by the assessment?

Comparison of the achievement levels of British Columbia students with achievement in other jurisdictions was more difficult than anticipated. Social studies curricula from across Canada were examined to ascertain similarities and differences between curricular content. Although many provinces have curricula which bear a relationship to the curriculum in British Columbia, no suitable achievement items could be located which provided province-wide data to enable a comparison to results in British Columbia.

Some items from the 1977 assessment, all for Grade 4 students, were included in the 1989 assessment. Because participants in the 1977 assessment were in Grades 4, 8 and 12, no comparison items were available for students in Grades 7 and 10 in the 1989 assessment.

## PROCEDURES

The Ministry required that all students in three grades participate in each assessment. For the 1989 Social Studies Assessment, all students in Grades 4, 7, and 10 took part. However, the assessment was not an assessment of curriculum at those specific grades. Provincial assessments are intended to provide information which can be used to make generalizations about the cumulative outcomes of primary, intermediate, and secondary programs. Students in the three selected grades took part in the assessment as a representative sample of students in the primary, intermediate, and secondary programs. Instrument design reflected the cumulative effects of the curriculum up to and including the grade at which the assessment was carried out. Therefore, for example, the Grade 4 assessment instruments measured cumulative outcomes for Grades 1 through 4.

Two types of instruments were designed to assess the extent to which expected achievement outcomes are being met in each of the three grades: multiple-choice questions (Forms R, S and T) and open-ended activities which required a written response (Form Q). Every school in the province enrolling students in Grades 4, 7, and/or 10 were provided with assessment booklets (Forms R, S, and T), instructions, and other materials required for administration. Forms R, S and T were designed so that students could record their answers on optically-scannable sheets. Schools with French immersion programs or programme-cadre de français were provided with the assessment booklets in French, and corresponding answer sheets.

Forms R, S, and T were interleaved before distribution to ensure that each classroom would have an approximately equal distribution of the three booklets. Teachers were instructed to distribute the booklets to their students in the order in which they arrived, to ensure randomness of the sampling.

Each form of the multiple-choice booklets included 40 multiple-choice achievement items, one or two attitude scales, and a series of questions about background information.

In addition to Forms R, S, and T, an 8% randomly selected sample of classrooms around the province were asked to have their students complete Form Q, which was comprised of a series of activities designed to measure aspects of the decision-making model which could not be adequately addressed in the multiple-choice forms. Students receiving Form Q booklets completed background information questions and an attitude scale in addition to the open-ended decision-making activity.

Students in program-cadre and French immersion programs answered the items in French; the French booklets were translations of the English booklets. Students in regular programs completed booklets which presented items in English. This was the first B.C. assessment where students instructed in French wrote the assessment in their language of instruction. French-instruction students also completed a "transfer form", which was a series of items in English; these forms were designed and distributed so that any individual student would be completing a different set of items in each language.

Table 1 shows the number of students participating by grade and program.

**Table 1:**
**Number of Students Participating**
**by Grade and Program**

| | |
|---|---|
| **Grade 4** | |
| Regular Program | 35 036 |
| Early French immersion | 2 117 |
| Late French immersion | — |
| Programme-cadre | 239 |
| Total Grade 4 | 37 392 |
| Estimated enrolment: | 35 669 |
| Estimated return rate: | 100%[1] |
| **Grade 7** | |
| Regular Program | 34 245 |
| Early French immersion | 1 075 |
| Late French immersion | 624 |
| Programme-cadre | 131 |
| Total Grade 7 | 36 075 |
| Estimated enrolment: | 35 258 |
| Estimated return rate: | 100%[2] |
| **Grade 10** | |
| Regular Program | 29 914 |
| Early French immersion | 336 |
| Late French immersion | 302 |
| Programme-cadre | 60 |
| Total Grade 10 | 30 612 |
| Estimated enrolment: | 37 393 |
| Estimated return rate: | 82% |

## INTERPRETATION

Experienced social studies teachers, district administrators, and Ministry of Education personnel were brought together on four separate occasions for a total of twelve days to interpret the results of the assessment. Some panel members were involved in more than one of these occasions, while a few members were involved in all four.

The first Interpretation Panel meeting was held in July 1989; the purpose of this meeting was to rate difficulty of the achievement survey items. The Interpretation Panel for each grade was initially asked to estimate the difficulty of each item in the surveys, to review actual student performance on each item, and to compare the results with their estimated difficulty level. This rating was then compared with actual frequency distributions of student results to determine cut scores for four levels of achievement of students in the province.

The second panel met in September 1989. Prior to this meeting, the Ministry had used a statistical procedure to select items that characterized achievement at each of the four achievement levels determined at the July meetings. The criteria used to determine whether an item was characteristic of achievement at a given level were similar to those used in recent NAEP assessments, that is, that an item had to be correctly answered by 70% or more of students at that achievement level, and this percentage had to be at least 20% higher than achievement of students at the next lowest level.

The third panel meetings were held in October 1989. Using the items that distinguished between the four levels of achievement, panel members for each grade constructed a description of the four achievement levels for each domain, and for the assessment as a whole (termed the "global description").

In January 1990, a fourth Interpretation Panel was convened. This panel was designed to assist the Contract Team to interpret the provincial results on the achievement surveys using the same methods as previous assessments. Before arriving at the meeting, panel members were asked to rate the expected performance of students in the province on each item. Through a series of group consensus-reaching procedures, panel members' individual decisions about each item and each domain were modified. Panel members as a group were asked to rate domain results using a five point scale: Unsatisfactory, Marginal, Satisfactory, Very Satisfactory, Strong (U, M, S, VS, and ST). A second Grade 10 Interpretation Panel was convened in August 1990 due to technical errors in the materials used at the January panel meetings.

French immersion and programme-cadre teachers were part of the Interpretation Panels at each grade, and they also met separately to consider results for the French instruments.

## DEVELOPMENT OF THE ACHIEVEMENT SURVEY INSTRUMENTS

The development of the achievement survey instruments was carried out over a period of eighteen months.

Development of the instruments followed several steps, described more fully below:

- an analysis of the curriculum goals and anticipated cognitive outcomes
- development of a Table of Specifications for each grade, based on the results of the curriculum analysis
- item development
- several iterations of review and editing of items by the Contract Team, the Advisory Committee, and the Review Panels, and
- field testing.

## GOALS OF THE CURRICULUM

The intent of the social studies curriculum is expressed in two guides, one for the elementary level (grades 1 to 7), published in 1983, and one for the secondary schools (grades 8 to 11) (1985). The content of the assessment is based on the goals and objectives of the K–11 curriculum as outlined in these curriculum guides.

The initial stage of the development of the achievement surveys was a review of provincial curriculum guides in order to determine essential learning outcomes of the social studies program. All components of the curriculum (introductory statements, philosophy, and rationale, program goals and learning outcomes, grade level content and skills) were carefully evaluated by the Contract Team, with extensive consultation with practising teachers and the Advisory Committee. Discussions concerning the creation of the Tables of Specifications included the Contract Team and the chairs of each of the Grades 4, 7, and 10 item writing teams. The goal of this stage of the assessment was to reach a consensus about the fundamental underpinnings of the curriculum.

Four goals articulate the intent of the social studies program across all grades, K through 11.

**Goal 1: Students should know and understand the factors which have shaped and continue to shape Canada and Canadians.**

More specifically, by the end of the required program and through the exercise of critical thinking and problem solving skills, students will be expected to know and understand:

- how Canadians have interacted with and continue to interact with their physical environment.
- how Canada's social and cultural diversity has developed and continues to develop.
- how Canada's economy has developed and continues to develop.
- how Canada's political process has developed and continues to develop.
- how Canada's relations with the rest of the world have affected and continue to affect Canada's development.

**Goal 2: Students should know and understand the diverse patterns of human activity in the world.**

More specifically, by the end of the required curriculum and through the exercise of critical thinking and problem solving skills, students will be expected to know and understand:

- the world's physical environment and how the peoples of the world interact with their physical environment.
- the social and cultural diversity of the peoples of the world and the factors that contribute to this diversity.
- the basic characteristics of the world's economies and the factors that contribute to their diversity.
- the basic characteristics of the diverse political processes of the world and the factors that contribute to their diversity.
- the development of nation states and their interactions.
- current events in the world and contemporary world issues.

**Goal 3: Students should know and understand the roles, rights, and responsibilities of an individual as a member of society.**

More specifically, by the end of the required curriculum and through the exercise of critical thinking and problem solving skills, students will be expected to know and understand:

- informal and formal social interactions within the society and their influence upon individuals and groups.
- the effect of the economy upon Canadians.
- the different levels of Canadian government and how they function.
- the different types of government in the world and the relationship between governments and individuals throughout the world.
- the media's influence upon individuals and society.
- the legal system of Canada and its effect upon individuals and groups.

**Goal 4: Students should develop a willingness and ability to use knowledge and understanding as a member of society.**

More specifically, by the end of the required curriculum and through the exercise of critical thinking and problem solving skills, students will be able to:

- communicate their ideas to others in a variety of situations and forms.
- participate to the level of their maturity in their society.
- tolerate differing views.
- examine a variety of viewpoints, particularly with respect to issues and problems.
- analyse and react meaningfully to the constant change in society.
- reach a conclusion on the basis of the best available evidence.

These four goals were used to develop one dimension of the Tables of Specifications for the assessment. Essentially, the Table of Specifications is a "blueprint" for the achievement surveys.

Goal 4 stresses attitudinal development. Attitudinal outcomes specified in this goal were assessed by the development of attitude scales specifically for this assessment. These attitude scales are discussed later in this report. The communication skills specified in Goal 4 were assessed in the written-response forms.

From Grades 1 through 4, the content of the curriculum focuses on Goal 1 (Canada) and Goal 3 (The Individual's Role in Society). In higher grades, the content is spread approximately equally across the first three goals. This content distribution is reflected in the Tables of Specifications.

## SKILLS AND COGNITIVE LEVELS

Skills and cognitive levels were the second dimension used to organize the Tables of Specifications for the assessment. In order to develop a consensus on this dimension, the Contract Team held extensive discussions with the grade level specialists and the Advisory Committee. As a result of these discussions, it was agreed that the statement "by the end of the required program and through the exercise of critical thinking and problem-solving skills, students will be able to know and understand...", which precedes each of the four major goal statements, expressed the over-riding intent of the curriculum.

To confirm this understanding of the emphasis on critical thinking in the curriculum, the Contract Team also undertook an analysis of the skills section of the curriculum guides. Each of the approximately 170 skills in the guides was coded according to Bloom's taxonomy (Bloom, Englehart, Furst, Hill, and Krathwohl, 1956). All skills which, to use the terminology of the curriculum guides, are "developed and maintained" to the end of that grade, were analysed using Bloom's cognitive framework. For example, the Grade 10 Table of Specifications reflects all skills developed and maintained in Grades 8, 9, and 10. Similarly, the specifications produced for Grades 4 and 7 reflect the accumulation of skills developed and maintained to the respective grade level.

This analysis of skills revealed several interesting features. The skills were found to range across all levels of cognitive development identified by Bloom. Approximately 50% of the skills were coded at the levels of analysis, synthesis, and evaluation, Bloom's three highest cognitive levels. Of these skills, analysis and evaluation predominated. While there were some synthesis skills, they were very few in number. This distribution of cognitive skills is supported by Beyer (1985), who, after a thorough review of the critical thinking literature, concluded that critical thinking is a procedure which:

> involves two types of thinking: first, analysis of some data — taking it apart to find specific clues relevant to a particular analytical purpose (as when one searches a document to find any clues for bias) and to identify whatever pattern may exist among the clues found. Second, some evaluation is required — some judgement about the extent to which the clues and patterns of clues, if found, match sufficiently the type of critical thinking feature sought. Engaging in these two types of thinking — analysis and evaluation — ... is what critical thinking is all about (p. 276).

These processes are evident in statements made in the curriculum guides, and in particular, are listed in the chart "Skills through the Grades" at the end of the curriculum guides.

This perspective on critical thinking was incorporated into the Tables of Specifications by placing "critical thinking" within the three highest levels of Bloom. Further, it was determined that approximately half of the achievement items designed for each grade should be higher order and critical thinking items. In addition, the Contract Team concluded that the majority of items to measure critical thinking should assess analysis and evaluation, with a lesser emphasis on synthesis.

## THE TABLES OF SPECIFICATIONS

Using these two dimensions, the goals of the curriculum, and skills and cognitive levels, a Table of Specifications was designed for each grade. These tables are presented in Figure 1. The numbers in the Tables indicate the approximate proportion of that type of item in the achievement surveys at that grade. For example, approximately 51% of the questions on the achievement surveys for all three grades were items intended to measure critical thinking.

The cognitive levels, presented across the top of the tables, are based on the taxonomy developed by

Bloom. The first level, "Knowledge", assesses recall of factual information. The second level, "Understanding and Application", represents a higher level of thinking, involving comprehension of new information, and the ability to use abstractions, rules, and principles. The highest level, "Higher Order and Critical Thinking", includes Bloom's three upper levels of cognition, that is, analysis, synthesis, and evaluation.

**Figure 1:**
**Tables of Specifications**

**Grade 4**

| | Percent of items | | |
|---|---|---|---|
| | Recall (Knowledge) | Understanding and Application | Higher Order and Critical Thinking |
| 1 Canada: Past, Present, Future | 6 | 17 | 24 |
| 2 The World: Past, Present, Future | 1 | 2 | 3 |
| 3 The Individual's Role in Society | 6 | 17 | 24 |
| Total | 13% | 36% | 51% |

48% each for goals 1 and 3

**Grades 7 and 10**

| | Percent of items | | |
|---|---|---|---|
| | Recall (Knowledge) | Understanding and Application | Higher Order and Critical Thinking |
| 1 Canada: Past, Present, Future | 4 | 12 | 17 |
| 2 The World: Past, Present, Future | 4 | 12 | 17 |
| 3 The Individual's Role in Society | 4 | 12 | 17 |
| Total | 12% | 36% | 51% |

33% for each goal

## ITEM DEVELOPMENT

Based on these Tables of Specifications, a pool of new items was developed to measure these goals and cognitive levels. For two reasons, only a few items from the 1977 assessment, all at Grade 4, were suitable for inclusion in the 1989 assessment. First, since 1977 there has been a significant revision in the K–11 social studies curriculum. Second, there has been a change in the grades participating in the assessment, from 4, 8, and 12 (in 1977) to 4, 7, and 10.

Part of the mandate of the 1989 assessment was to provide, if possible, comparisons of achievement of B.C. students with students in other jurisdictions. However, because the social studies curriculum in B.C. is different from that in other jurisdictions, particularly at the secondary level, no suitable items were found from other jurisdictions.

To develop the new items required for this assessment, fifteen teachers were trained to write multiple-choice items. One or two teachers at each grade were French immersion teachers. Although the majority of items were written in English and then translated into French, a few were written first in French and later translated into English. The items were translated into French by a professional translation team. As the items were revised and evolved in English, they were revised simultaneously in French. Twice the number of items required for the final instruments were written for each grade.

After extensive editing by the Contract Team, the items were submitted for review to the Advisory Committee and to the Review Panels. French items received an additional review from members of the Modern Language Services Branch of the Ministry of Education.

Translating "critical thinking" and "problem-solving skills" into individual, discrete items proved a challenge. To reflect the integrated nature of the content and skills, and the overall process of inquiry strongly emphasized in the guide, the items were developed largely as part of contextual "scenarios", with a series of questions linked to one or two particular stimuli (for example, a chart, reading passage, map, poem, table, or political cartoon). A number of questions followed each stimulus; usually, these questions were derived from more than one cognitive level. This approach is based on the view that social studies should focus on broader concepts and understandings rather than on acquisition of isolated facts.

Three factors led the Contract Team to decide that it was critical to use a substantial amount of novel material, that is, that had not specifically been covered up to the end of the grade in which the assessment was being conducted. First, critical thinking presupposes that students can generalize their skills in analysis, synthesis and evaluation to novel material. Second, since textbooks for social studies are only recommended, rather than required, it cannot be expected that all students in the province will have covered an identical body of material. Finally, one of the five stated aims of the most recent curriculum revision is to teach students to apply their knowledge to the real world. This requires that students be able to examine issues not formally addressed in their classroom.

In order to assess the extent to which students had mastered skills in decision-making, which is an important feature of the social studies curriculum, two written response forms were also developed for each grade.

## FIELD TESTING

Once the Advisory Committee and Review Panels had concluded their reviews, the multiple-choice items were organized into eight field test forms for each grade, four English and four French. Two written response forms in each language also were designed for field testing. Field testing took place in the fall of 1988. Schools that participated in the field testing are listed in Appendix B.

Based on the psychometric results of the field test forms, advice from the Advisory Committee and the Review Panels, the Contract Team selected multiple-choice items for the final forms. A few items were edited between the field test administration and the final administration in May 1989. One of the two written response forms field tested at each grade was retained for use in the final administration.

## DEVELOPMENT OF MARKING SCALES AND PROCEDURES FOR THE WRITTEN RESPONSE FORMS (FORM Q)

The written response forms provided an opportunity to assess students' thinking in a process of decision-making. At Grades 4 and 7, the same decision-making activity was used so that comparisons between the two grades could be made. At all three grades, students were asked to make a decision about a contentious social issue, and to compose a letter communicating their decision.

The steps of the decision-making model, as outlined in the curriculum guides, are:

1. identify the problem or issue
2. identify possible alternative solutions
3. gather, analyse, and interpret information regarding the alternatives
4. evaluate the alternatives and establish priorities
5. test the priorities and analyse the consequences of each
6. plan a course of action
7. make a decision
8. take action on the decision, and
9. evaluate the decision.

Due to time and procedural constraints, not all steps of the process could be assessed in all three grades.

In order to assess the quality of these written responses, a series of scales was developed for each activity in Form Q. Preliminary scales for these exercises were developed by the Contract Team after reviewing responses to the field test forms. These scales were refined by teams of teachers at each grade when actual student results from the final administration became available. Responses to the written response forms were coded by these teams of teachers in June 1989.

## DEVELOPMENT OF ATTITUDE SCALES

Attitude formation is addressed in the curriculum guides as an essential outcome of the social studies curriculum. Five attitude scales were designed to assess the extent to which these affective outcomes specified in the curriculum guides are being met. Each attitude scale appeared on one form at all three grades. These attitude scales were:

| | |
|---|---|
| Maruyama Attitude Scale | (Form Q) |
| Learning Social Studies | (Form R) |
| Rights | (Form R) |
| Community Attitudes | (Form S) |
| Citizenship Activity | (Form T) |

## MARUYAMA ATTITUDE SCALE (FORM Q)

The 1977 Social Studies Assessment included a number of items which attempted to measure whether students perceived the world as hierarchical, individualistic or mutualistic (Aoki, Langford, Williams, and Wilson, (1977). These categories were based on the work of the philosopher Maruyama (Maruyama, 1974).

According to Maruyama, people with a hierarchical world view believe that uniformity is desirable, that planning should be done by experts, decisions should be reached through majority rule, and that diversity can cause conflict. People with an individualistic world view believe that each person should make his or her own decisions, that the world is organized egocentrically, and that it is the individual's beliefs that are most important. Those people with a mutualistic perspective believe that diversity is desirable, that harmony in diversity is possible, and that decisions should be reached cooperatively within the community.

Aoki et al. (1977) found that students most often supported statements written from a mutualistic perspective. This orientation towards cooperative decision-making became an integral part of the social studies curriculum when it was revised subsequent to the 1977 assessment. Therefore, it was decided to include a revision of the original items from the 1977 assessment in the 1989 assessment, to determine whether there had been any shift in the orientation of students as measured by these items.

## LEARNING SOCIAL STUDIES (FORM R)

Two attitude scales were presented to students in all three grades who completed Form R. The first, entitled Learning Social Studies, was designed to measure students' attitudes towards six commonly used teaching strategies. The B.C. social studies curriculum guides identify a number of skills which should be addressed through a variety of instructional strategies. For example, students should be able to "gather facts from field studies and interviews" and learn "group and discussion skills". In addition, teachers rely on a number of more traditional teaching strategies, such as worksheets and assigned questions from the prescribed texts.

In order to assess students' opinions about some of these classroom strategies, students were asked to rate six selected strategies in three different ways according to the following instructions:

A. Tell how important you think it is.
B. Tell how easy it is for you.
C. Tell how much you enjoy it.

The six strategies students rated in this way were:

- working in small groups
- doing worksheets
- taking part in games, drama or role-play
- doing a research project using the library
- going on a field trip, and
- using the textbook.

### RIGHTS (FORM R)

Students completing Form R also were also asked to complete an attitude scale entitled Rights, which was loosely based on a scale used in an IEA study (Oppenheimer and Torney, 1974). Respect for the rights of others is a key attitudinal dimension of the social studies curriculum. Rights and responsibilities are addressed as early as Grade 1. In the Rights scale, students were asked to decide whether people in each of seven groups should have more, the same or fewer rights than other people. The seven groups were lawyers, people who have been in prison, people who belong to unions, people on welfare, children and teenagers, immigrants, and people with handicaps. These groups were chosen as a representative but not exhaustive sample of possible groups who students might believe should have more rights or fewer rights than everyone else. Ideally, an outcome of the social studies program should be that students will come to believe that all people should have equal rights.

### COMMUNITY ATTITUDES (FORM S)

The curriculum guides state that "students should develop a willingness and ability to use knowledge and understanding as a member of society", specifically, that students should "participate to the level of their maturity in their society" and "appreciate different points of view".

Twenty questions were developed to assess this goal of the curriculum, ten to measure participation, and ten to measure tolerance. The participation subscale included items such as whether students would like to vote in elections, whether people should try to change a law they do not like, and whether every child and adult should play a part in keeping the environment clean. The tolerance subscale included items intended to measure the degree of acceptance of other people's opinions, even when they are different from one's own, and attitudes towards multiculturalism. The items were presented in Likert format, and students were asked to state how much they agree or disagree with a series of statements. Negatively-worded items were recoded before items were added together to create a total score for each scale.

### CITIZENSHIP ACTIVITY (FORM T)

The elementary and secondary social studies curriculum guides emphasize that the

> key to learning is the application of knowledge. Concepts and skills, together with the discussion of contemporary issues, culminate in the ability to transfer knowledge to a real-life situation.

In order to assess the extent to which this objective is being practised, students who completed Form T of the assessment booklets were presented with twelve questions organized into four sections:

1. discussion of government and political issues
2. discussion of international issues
3. discussion of an individual's social responsibility
4. participation in activities directed towards community improvement.

For the first nine questions, students were asked to rate how often they talk about these issues with their friends, their parents and in their classrooms. For the last three questions, students were asked to rate how often they participate in these activities outside the classroom (for example, writing a letter to the editor, raising money for a good cause, or helping a neighbour).

## STUDENT BACKGROUND CHARACTERISTICS

To provide background information for analysis purposes, students were asked a number of questions relating to their personal characteristics, such as age, class size, whether they were now in, or had ever been in, ESL or Learning Assistance classes.

In addition, this section of each assessment booklet included a number of questions relating to instructional practices. In Grade 4 there were twelve questions, and in Grades 7 and 10 there were thirteen. Students were asked to identify how often during the year they had participated in various classroom activities, including working in small groups, watching a film or video, doing worksheets, going on a field trip, or participating in a role-play or drama. The strategies addressed a variety of methods typically employed in social studies classrooms.

These questions on classroom practices were included as it was hypothesized that students may perform better on the achievement items in classrooms where they learn through active participation rather than through more passive means.

## SCORING AND ANALYSES

Forms R, S, and T were machine-scored.

Student responses to Form Q were coded for analysis by Coding Teams who met in Vancouver in June 1989. Three coding teams, comprised of about 25 teachers each (four of whom were French immersion or programme-cadre teachers) used the scales and procedures described above to code responses on Form Q. The numbers of students completing Form Q is presented in Table 2.

**Table 2:**
**Number of Students**
**Completing Form Q**

| | Number of Students | |
|---|---|---|
| | Regular Program | French Programs |
| Grade 4 | 2609 | 324 |
| Grade 7 | 2832 | 329 |
| Grade 10 | 2363 | 258 |

## PSYCHOMETRIC CHARACTERISTICS OF THE INSTRUMENTS

Content validity of the achievement forms was ensured by the item development procedures, described above. The specifications for the achievement surveys were developed following expert advice, and the assignment of achievement items was established through a series of reviews.

Kuder-Richardson reliability estimates (KR–20) were calculated for the achievement survey sections of the multiple-choice forms. Only students in the regular (English-language) program are included in these calculations. Reliability estimates are presented in Table 3.

**Table 3:**
**Reliability Estimates**
**for Achievement Surveys**

| | Number of Students | Reliability (KR-20) |
|---|---|---|
| **Grade 4** | | |
| Form R | 11 933 | .88 |
| Form S | 11 902 | .88 |
| Form T | 11 903 | .88 |
| **Grade 7** | | |
| Form R | 11 467 | .90 |
| Form S | 11 291 | .87 |
| Form T | 11 285 | .87 |
| **Grade 10** | | |
| Form R | 9 800 | .86 |
| Form S | 9 522 | .86 |
| Form T | 9 753 | .86 |

These reliabilities are comparable to those found in other provincial assessments (see, for example, Jeroski, 1984; Bateson, Anderson, Dale, McConnell, and Rutherford, 1986). Based on these reliabilities, it can be concluded that the achievement surveys are sufficiently reliable for the purposes of reporting provincial results.

## REPORTING

The Ministry of Education produced school and district reports for distribution across the province. The co-directors of the Contract Team wrote the provincial summary report (Cassidy and Bognar, 1991).

## DEVELOPMENT OF THE TEACHER QUESTIONNAIRE

One purpose of the social studies assessment was to obtain information about the types of classroom practices used in teaching social studies, teachers' perceptions of the content of the curriculum and the available resources, teacher preparation for teaching social studies, and evaluation methods used in social studies. Three parallel but slightly different questionnaires were designed for teachers in Grades 4, 7, and 10.

## OVERVIEW

The achievement survey instruments for each grade included 120 multiple-choice items representing six domains. Each item appeared as part of two domains: one cognitive level domain, and one curriculum goal domain. Items were systematically assigned to Form R, S or T, to ensure that difficulty level and the content of the tasks (for example, maps, charts, reading passages, and so on) were distributed relatively equally across forms.

Table 4 reflects the level of satisfaction of the Interpretation Panel for each grade with the provincial results at that grade. Ratings for regular program results and for French immersion program results were identical for all domains at all three grades.

**Table 4:**
**Interpretation Panel Summary Ratings**
**by Domain**

| | Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| Goal 1 | S | S | S |
| Goal 2 | S | VS | S |
| Goal 3 | VS | VS | VS |
| Knowledge | S | S | S |
| Understanding and Application | VS | VS | S |
| Higher Order and Critical Thinking | VS | VS | VS |

## GRADE 4 RESULTS BY CURRICULUM GOAL

There were 58 items measuring **Goal 1 (Canada)** spread across the three Grade 4 forms. The distribution of ratings of these 58 items is presented in Table 5.

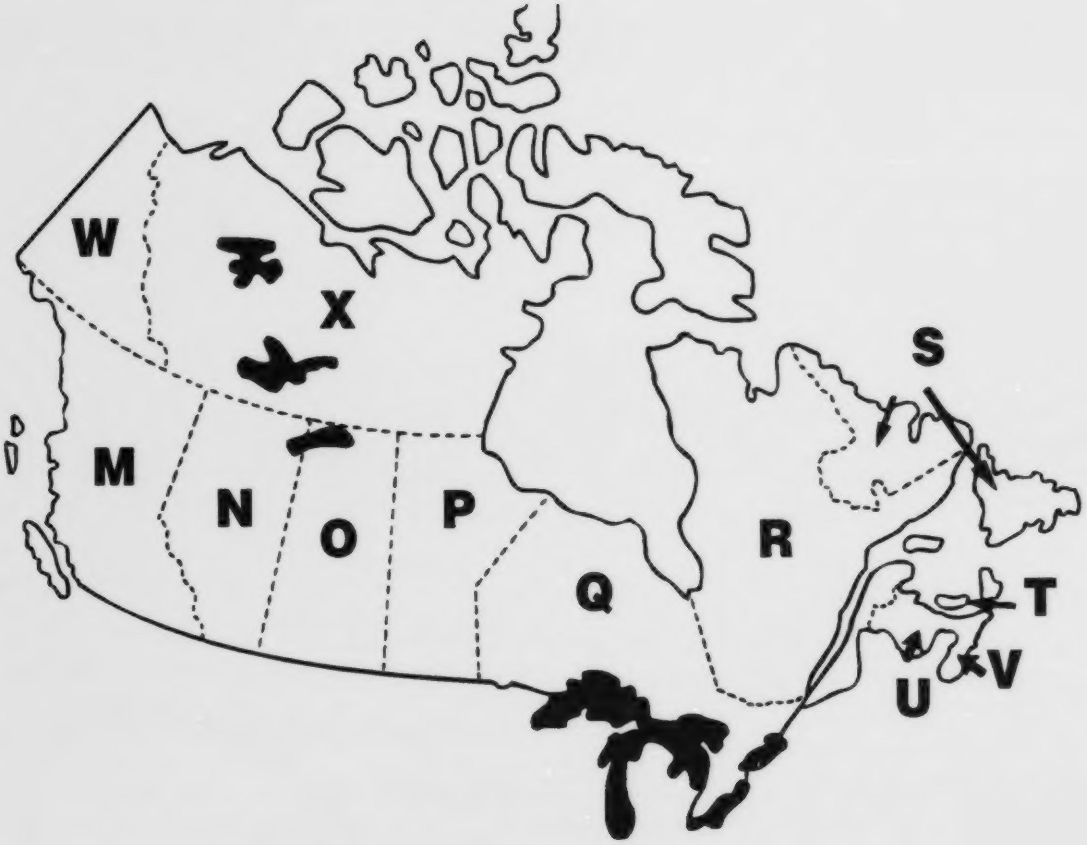
**Table 5:**
**Interpretation Panel Item Ratings**
**Goal 1: Canada**
**Grade 4**

| Item Rating | Number of Items |
|---|---|
| Weak | 8 |
| Marginal | 8 |
| Satisfactory | 23 |
| Very Satisfactory | 10 |
| Strong | 9 |

Overall Rating for this Domain: Satisfactory

The Grade 4 Interpretation Panel concluded that results on Goal 1 were Satisfactory. Sample items in this domain are presented in Figure 2.

**Figure 2:**
**Sample Grade 4 Items for**
**Goal 1: Canada**



R28. Which country is shown on this map?

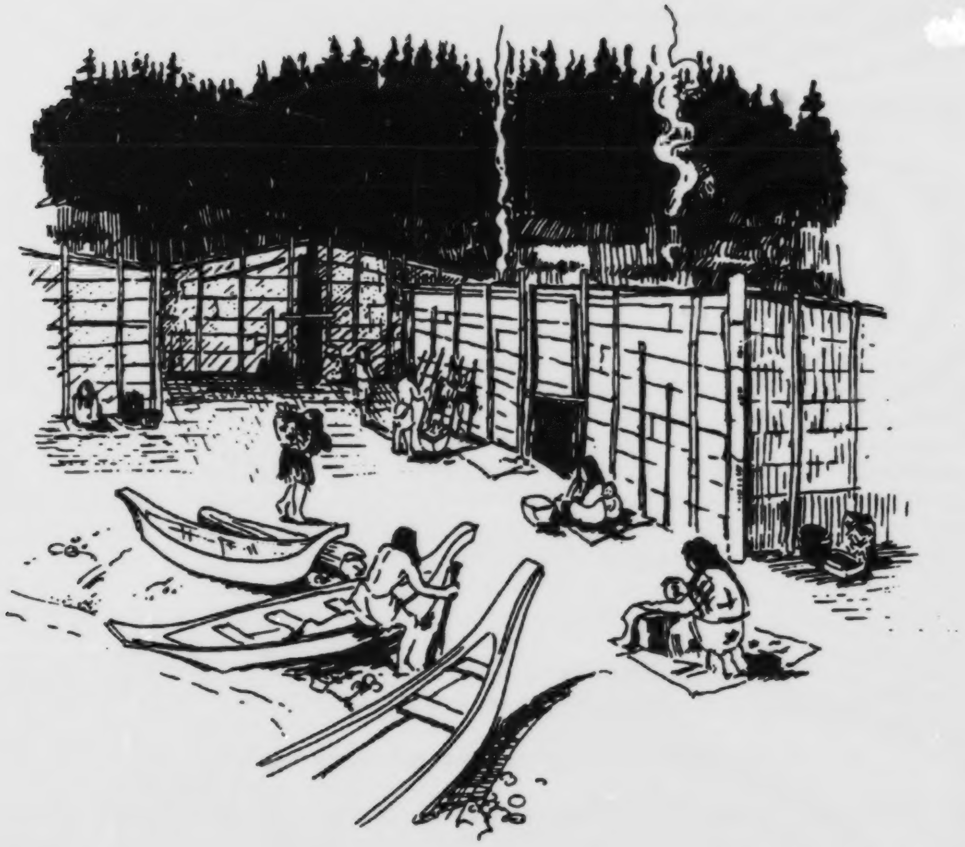
| % | |
|---|---|
| * 71 | A. Canada |
| 6 | B. United States |
| 9 | C. North America |
| 11 | D. British Columbia. |

[Rating: Marginal]

R29. In which province do you live?

| % | |
|---|---|
| * 80 | A. M |
| 7 | B. N |
| 4 | C. O |
| 5 | D. W |

[Rating: Satisfactory]



T04. These longhouses are made from

| % | |
|---|---|
| 6 | A. branches. |
| 1 | B. stones. |
| * 84 | C. cedar trees. |
| 8 | D. willow trees. |

[Rating: Very Satisfactory]

T05. A possible reason why these native people built their village here is because

| % | | |
|---|---|---|
| 6 | A. | the government told them to. |
| 2 | B. | they were tired of working. |
| 16 | C. | they thought it was a pretty place. |
| * 75 | D. | it is close to the sea. |

[Rating: Very Satisfactory]

T06. which statement about this native village is a fact rather than an opinion?

| % | | |
|---|---|---|
| 42 | A. | The people are happy. |
| * 48 | B. | The people have different jobs. |
| 4 | C. | The people are relaxing. |
| 5 | D. | The people are unskilled. |

[Rating: Marginal]

**Goal 2 (The World)** is only a minor component of the curriculum in Grades 1 through 4. Therefore, only three items in the achievement surveys for Grade 4 were intended to measure outcomes of Goal 2. The Interpretation Panel rated student performance on these three items as Satisfactory, and gave the domain an overall rating for this goal of Satisfactory.

Because of the relatively small number of items in Goal 2, Goals 1 and 2 were combined for purposes of developing performance descriptors for provincial, district, and school reporting. Performance descriptors for Goals 1 and 2 are presented in Figure 3; included in this figure are the percentages of students in the province achieving at each of the four achievement levels.

### Figure 3:
### Grade 4 Performance Descriptors for Goal 1: Canada and Goal 2: The World

Level 1 **Percent of students in the province at this level: 14**

These students have a limited knowledge of the Gold Rush of 1898, the native potlatch tradition, and the Olympic games. They can identify a river on a map of British Columbia.

Level 2 **Percent of students in the province at this level: 36**

In addition to the above, these students can identify British Columbia on a map of Canada. They can recognize the symbols for rivers and mountains on a map and locate features using the cardinal directions. They have knowledge of the Gold Rush of 1898. They understand the ways early Native peoples made use of natural materials.

**Level 3** **Percent of students in the province at this level: 35**

In addition to the above, these students can identify a map of Canada and the capital of British Columbia. They know that wheat is grown in the Prairie region. They have an understanding and knowledge of Native roles and attitudes, both past and present. They have an awareness of human interaction with the environment today.

**Level 4** **Percent of students in the province at this level: 14**

In addition to the above, these students have a knowledge of the political divisions of Canada and its capital. They recognize the titles of government leaders and the role of local government in resolving conflict within a community. They have a knowledge and understanding of the interdependence between Native peoples and explorers, and between people and the environment.

Despite the overall level of satisfaction expressed by the Interpretation Panel regarding these domains, the Contract Team is concerned that a greater number of students should have a basic knowledge of facts about Canada, such as the location of provinces within the country, the titles of government leaders and the national capital, by the end of Grade 4.

Fifty-nine items were included to measure outcomes of **Goal 3 (The Individual's Role in Society)**. The Interpretation Panel ratings of these items are presented in Table 6.

**Table 6:**
**Interpretation Panel Item Ratings**
**Goal 3: Individual's Role in Society**
**Grade 4**

| Item Rating | Number of Items |
|---|---|
| Weak | 1 |
| Marginal | 7 |
| Satisfactory | 37 |
| Very Satisfactory | 7 |
| Strong | 7 |

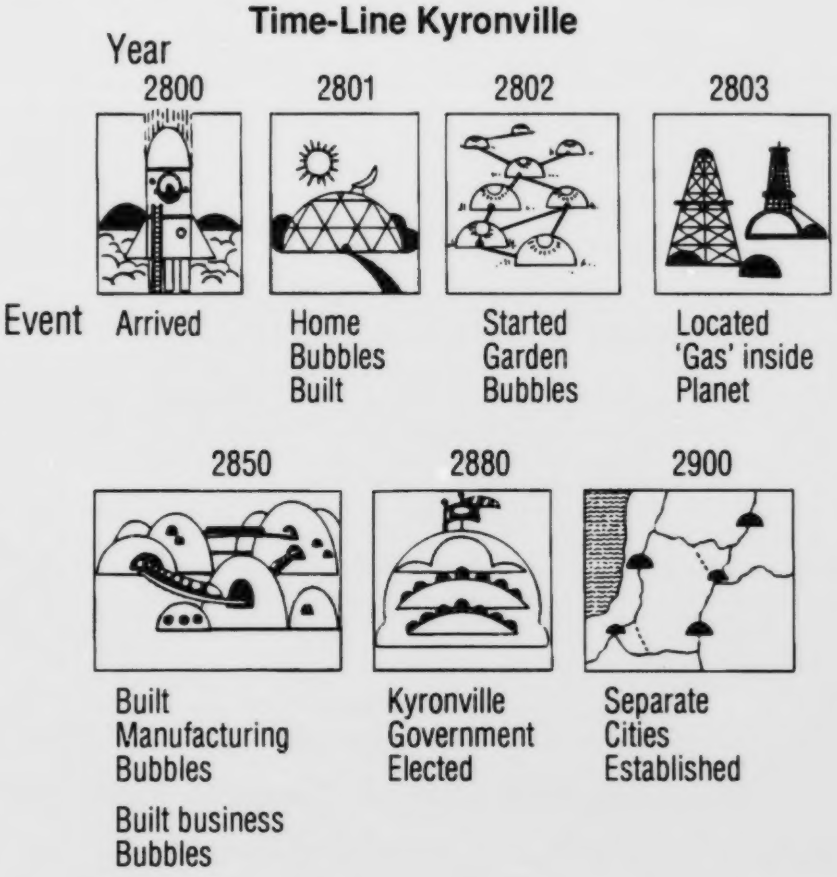
Overall Rating for this Domain: Very Satisfactory

Student achievement results on Goal 3 were rated as Very Satisfactory by the Interpretation Panel. The Contract Team believes that the consensus rating for this domain should have been Satisfactory, rather than Very Satisfactory, given the preponderance of items rated at the Satisfactory level.

Sample items from this domain are presented in Figure 4. All of the scenarios developed for this domain were based on novel content. The level of performance on these items demonstrates that students are able to generalize previous learning to a different context.

### Figure 4:
### Sample Grade 4 Items for Goal 3: Individual's Role in Society

You are taken in a time machine through a "time-warp" to visit the settlements of Kyron. Kyron is a cold planet, far from the sun. Most of the people on Kyron live in the town of Kyronville. This timeline shows important events in the building of this community.


Time-Line Kyronville
Year
2800
2801
2802
2803
Event
Arrived
Home Bubbles Built
Started Garden Bubbles
Located 'Gas' inside Planet
2850
2880
2900
Built Manufacturing Bubbles
Built business Bubbles
Kyronville Government Elected
Separate Cities Established

S04. In what year did Kyronville first elect its own government?

| % | |
|---|---|
| 11 | A. 2800 |
| 5 | B. 2803 |
| 7 | C. 2850 |
| • 76 | D. 2880 |

[Rating: Satisfactory]

S06. In 2803, gas was found on Kyron. How would this affect the people of Kyron?

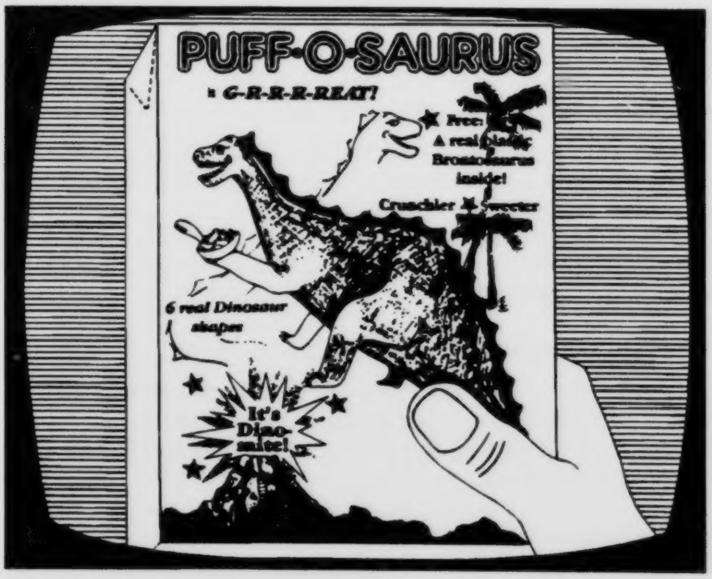
| % | | |
|---|---|---|
| 6 | A. | They would use animals to conserve energy. |
| 19 | B. | They would use electricity to heat their domes. |
| • 68 | C. | They would use gas to heat their domes. |
| 6 | D. | They would tell stories about oil wells. |

[Rating: Satisfactory]

S07. One of the new communities started was called "Glix". Glix had more water than Kyronville. Kyronville had more gas than Glix. How could Glix and Kyronville cooperate?

| % | | |
|---|---|---|
| 2 | A. | They could share a television station. |
| 4 | B. | They could build a fence between them. |
| • 68 | C. | They could trade water for gas. |
| 25 | D. | They would tell stories about oil wells. |

[Rating: Marginal]


PUFF-O-SAURUS
G-R-R-R-REAT!
Free: A real plastic Brontosaurus inside!
Crunchier ★ Sweeter
6 real Dinosaur shapes
It's Dino-mite!

R05. This commercial tells us that children will like this cereal because

| % | | |
|---|---|---|
| • 78 | A. | dinosaur shapes make eating cereal fun. |
| 11 | B. | it is in one of the four food groups. |
| 2 | C. | we will learn about volcanoes. |
| 9 | D. | dinosaurs died out many years ago. |

[Rating: Very Satisfactory]

R08. John is a the grocery store with his dad. John says, "Look Dad! There is Puff-o-Saurus. Let's get some." "Why should we buy that cereal?" asked Dad. John answers, "Because I love dinosaurs, and Puff-o-Saurus is GREAT!" John has never tasted this cereal before. Why does he think it is great?

| % | | |
|---|---|---|
| 7 | A. | Because he wants to learn about dinosaurs. |
| 4 | B. | Because it is very healthy. |
| * 80 | C. | Because there is a free toy brontosaurus in every box. |
| 8 | D. | Because he likes coloured cereals. |

[Rating: Strong]

Performance descriptors for this domain are presented in Figure 5.

### Figure 5:
### Grade 4 Performance Descriptors for Goal 3: Individual's Role in Society

**Level 1** **Percent of students in the province at this level: 18**

These students recognize the need for safety rules and individual responsibility.

**Level 2** **Percent of students in the province at this level: 24**

In addition to the above, these students can recognize the roles of elected and appointed officials within a community. They understand that individuals have different likes and dislikes. These students are able to appreciate different points of view. They recognize the relationship between industry and the environment. They have an awareness of past and present. They are aware that TV and newspapers give information on current events.

**Level 3** **Percent of students in the province at this level: 34**

In addition to the above, these students can identify a problem common to their experience and select an appropriate and equitable solution. They can understand the consequences of change in their environment and how changes affect members of society in different ways.

**Level 4** **Percent of students in the province at this level: 24**

In addition to the above, these students understand the influence of advertising and are able to discriminate between fact and opinion. They recognize that change affects everyone and that change is not always positive. They understand how rules are communicated. They recognize the rights and needs of others. They are aware of the importance of community cooperation. They recognize a systematic approach to problem-solving.

## GRADE 4 RESULTS BY COGNITIVE LEVEL

Since there is very little emphasis on factual recall in the curriculum, the Contract Team designed 16 items for the assessment which were considered to be basic knowledge that most Grade 4 students should possess. A sample of items from this domain is presented in Figure 6.

### Figure 6:
### Sample Grade 4 Items for Knowledge

T21. The head of the Canadian government is the

| % | | |
|---|---|---|
| 32 | A. | President. |
| 10 | B. | Premier. |
| * 42 | C. | Prime Minister. |
| 15 | D. | Mayor. |

[Rating: Marginal]

T22. The head of the British Columbia government is the

| % | | |
|---|---|---|
| 32 | A. | Prime Minister. |
| 20 | B. | President. |
| 14 | C. | Queen. |
| * 32 | D. | Premier. |

[Rating: Weak]

T23. The capital of Canada is

| % | | |
|---|---|---|
| 12 | A. | Ontario. |
| 7 | B. | Toronto. |
| 26 | C. | Victoria. |
| * 53 | D. | Ottawa. |

[Rating: Weak]

Student performance on items T22 and T23 were rated as Weak by the Interpretation Panel. As can be seen from these items, basic knowledge about government is not strong. Although Canadian government is not addressed in detail in the curriculum until Grade 5, the Grade 3 curriculum does address government and politics, and states that student should know Canada's political units (provinces and territories), provincial capitals, and the national capital. This is a minimum core of knowledge about Canada which students should possess by the end of Grade 4.

Overall Panel ratings for the 16 items are presented in Table 7.

**Table 7:**
**Interpretation Panel Item Ratings**
**Knowledge**
**Grade 4**

| Item Rating | Number of Items |
|---|---|
| Weak | 4 |
| Marginal | 4 |
| Satisfactory | 6 |
| Very Satisfactory | 1 |
| Strong | 1 |

Overall Rating for this Domain: Satisfactory

The Grade 4 Interpretation Panel concluded that results on **Knowledge** questions were Satisfactory. The Contract Team, however, notes that eight items were rated as weak or marginal, and eight as satisfactory or better. The Contract Team maintains that a more appropriate rating would have been "Marginal to Satisfactory." The Contract Team does not rate performance on this domain as positively as the Interpretation Panel.

Forty-one of the Grade 4 achievement survey items were intended to measure student performance in **Understanding and Application**. A sample of these items is presented in Figure 7.

**Figure 7:**
**Sample Grade 4 Items for**
**Understanding and Application**

The city of Carlmont has a lot of children who like to skateboard on city streets and sidewalks. Store owners and people walking on the sidewalks have complained. People driving cars are worried about hitting these skateboarders.

After looking at the problem, the town built a skateboard park. Safety rules for the park now need to be made.

S01. In order to make the rules clear, the Park Officials could

| % | | |
|---|---|---|
| 6 | A. | tell the children stories. |
| 8 | B. | ask people to leave the Skateboard Park. |
| * 76 | C. | put up signs at the Skateboard Park. |
| 10 | D. | advertise the cost of admission. |

[Rating: Satisfactory]

S02. If you do not agree with a rule in the Skateboard Park, and wish to change it, you should

| % | | |
|---|---|---|
| 3 | A. | try to get away with breaking the rule. |
| 4 | B. | not say anything and ignore the rule. |
| * 89 | C. | explain your idea to the Park Officials. |
| 3 | D. | persuade your friends to disobey the rule with you. |

[Rating: Strong]

S03. One role of the Park Officials would be

| % | | |
|---|---|---|
| * 74 | A. | to enforce the rules. |
| 5 | B. | to yell at the children. |
| 14 | C. | to ignore the skateboarders. |
| 7 | D. | to make lunch for the skateboarders. |

[Rating: Satisfactory]

The Interpretation Panel ratings for the 41 Understanding and Application items are presented in Table 8.

**Table 8:**
**Interpretation Panel Item Ratings**
**Understanding and Application**
**Grade 4**

| Item Rating | Number of Items |
|---|---|
| Weak | 0 |
| Marginal | 5 |
| Satisfactory | 24 |
| Very Satisfactory | 4 |
| Strong | 8 |

Overall Rating for this Domain: Very Satisfactory

Results in Understanding and Application were rated as Very Satisfactory by the Interpretation Panels. The Contract Team points out that the rating would be placed more appropriately between Satisfactory and Very Satisfactory, given the preponderance of items rated as Satisfactory.

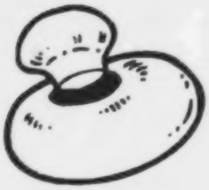
Performance descriptors were developed by combining items from the Knowledge and Understanding and Application domains. Performance descriptors for this domain are presented in Figure 8.

**Figure 8:**
**Grade 4 Performance Descriptors for Knowledge and Understanding and Application**

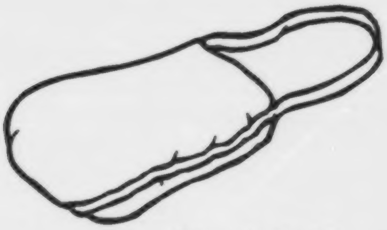
| | |
|---|---|
| **Level 1** | **Percent of students in the province at this level: 14**<br>These students have some knowledge of a potlatch, the Gold Rush of 1898, the Olympic games, and the seasons. They can derive meaning from pictorial data. |
| **Level 2** | **Percent of students in the province at this level: 24**<br>In addition to the above, these students have some knowledge of early Native culture and roles of municipal workers. They can identify British Columbia on a map of Canada, identify mountain ranges of British Columbia, and know the symbol for a river. These students can read a bar graph and derive meaning from text using key words. |
| **Level 3** | **Percent of students in the province at this level: 30**<br>In addition to the above, these students have an understanding of early Native culture, and the Gold Rush of 1898. They are aware of the legal system and taxation. They can obtain information from a time line. They can identify a map of Canada, locate the capital of B. C., and identify directions on a map. These students recognize different points of view. |
| **Level 4** | **Percent of student in the province at this level: 31**<br>In addition to the above, these students have knowledge of the interdependence between the early explorers and Native people. They have an understanding of the effect of change in a community. They can identify the titles of the leaders of the three levels of government in Canada. They know the capital city of Canada and can recognize Canadian provinces and regions on a map. They can use information presented on a timeline to solve a problem. |

As noted above, approximately half of the items in the assessment were classified as **Higher Order and Critical Thinking**. As with the items at the level of Knowledge, Understanding and Application, the Higher Order and Critical Thinking items were based on content from all three curricular goals. Some sample items from this domain are presented in Figure 9.

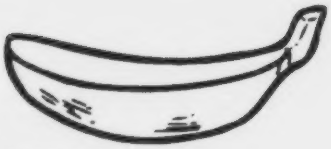
**Figure 9:
Sample Grade 4 Items for
Higher Order and Critical Thinking**



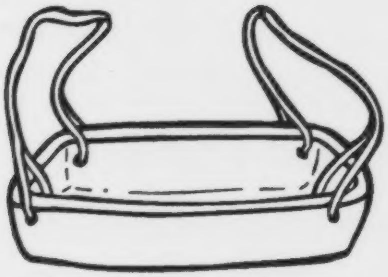
Skin bag of
firemaking materials



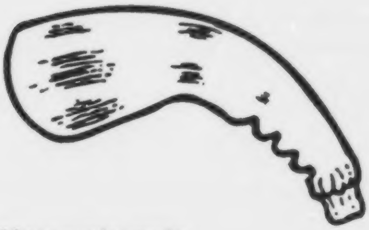
Skin water bucket



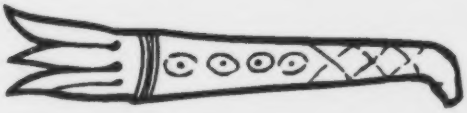
Ladle of musk-ox horn



Soapstone cooking pot
with seal skin hanging straps



Blubber pounder made
from musk-ox horn



Bone meat fork

R17. Which category **best** describes these tools?

| % | |
|---|---|
| 6 | A. tools for making clothing |
| 6 | B. tools for making igloos |
| 9 | C. tools for building an umiak |
| * 77 | D. tools for cooking |

[Rating: Satisfactory]

R18. What do these tools have in common?

| % | |
|---|---|
| 4 | A. They are all from a hardware store. |
| 11 | B. They are still often used. |
| 5 | C. They are used only by men. |
| * 79 | D. They are made out of natural resources. |

[Rating: Very Satisfactory]

R19. From these drawings, what conclusions can you make about the Inuit?

| % | |
|---|---|
| 6 | A. The Inuit did not have very useful tools. |
| 6 | B. The Inuit did not spend much time making tools. |
| 10 | C. The Inuit put decorations on everything they made. |
| * 76 | D. The Inuit depended on animals for their tools. |

[Rating: Satisfactory]

Individual item ratings by the Interpretation Panel members for the 63 Higher Order and Critical Thinking items are presented in Table 9.

**Table 9:**
**Interpretation Panel Item Ratings**
**Higher Order and Critical Thinking**
**Grade 4**

| Item Rating | Number of Items |
|---|---|
| Weak | 5 |
| Marginal | 6 |
| Satisfactory | 33 |
| Very Satisfactory | 12 |
| Strong | 7 |

Overall Rating for this Domain: Very Satisfactory

Student performance in Higher Order and Critical Thinking was rated as Very Satisfactory by the Interpretation Panel. Again, the Contract Team would take a more conservative approach than the Interpretation Panel, rating student performance on this domain as Satisfactory to Very Satisfactory.

For the Contract Team, one implication of this result is that teachers should not be reluctant to provide students with more challenging issues to address. Children at the Grade 4 level are quite capable of thinking critically, even when presented with novel stimuli. This finding is pertinent in light of other findings in this assessment, concerning teachers' use of various strategies, and student attitudes towards these strategies. These issues will be discussed more fully below.

Performance descriptors for Higher Order and Critical Thinking are presented in Figure 10.

**Figure 10:**
**Grade 4 Performance Descriptors for Higher Order and Critical Thinking**

**Level 1** Percent of students in the province at this level: 17

These students can gain information from pictures. They can make some decisions based on common sense and experience.

**Level 2** Percent of students in the province at this level: 37

In addition to the above, these students can categorize pictorial data. They can identify a problem and, given alternatives, select an appropriate solution.

**Level 3** Percent of students in the province at this level: 38

In addition to the above, these students can identify point of view and cause and effect. They can interpret and apply information presented in basic pictorial maps. They use prior knowledge with given information to solve problems.

**Level 4** Percent of students in the province at this level: 9

In addition to the above, these students can distinguish between fact and opinion. They can interpret and apply information on a basic time line to calculate chronological age. They can understand some consequence of change in a community. They can reach a conclusion by selecting and giving priority to relevant information from a variety of sources.

## CHANGES IN GRADE 4 ACHIEVEMENT: 1977 – 1989

In order to assess whether there had been any significant changes in achievement since the previous social studies assessment, the 1977 Social Studies Assessment instruments were reviewed to determine whether any items would be suitable for inclusion in 1989. Because the curriculum was revised substantially after the 1977 assessment, only a small number of questions were considered relevant to the new curriculum. Seven questions from the previous assessment were selected; these were all Knowledge questions relating to the processes of government and law. Since the 1977 assessment focused on Grades 4, 8, and 12, no comparison items were available for Grades 7 and 10.

Table 10 presents the Grade 4 achievement results on the items common to both the 1977 and 1989 social studies assessments.

**Table 10:**
**Changes in Grade 4 Achievement 1977 – 1989**

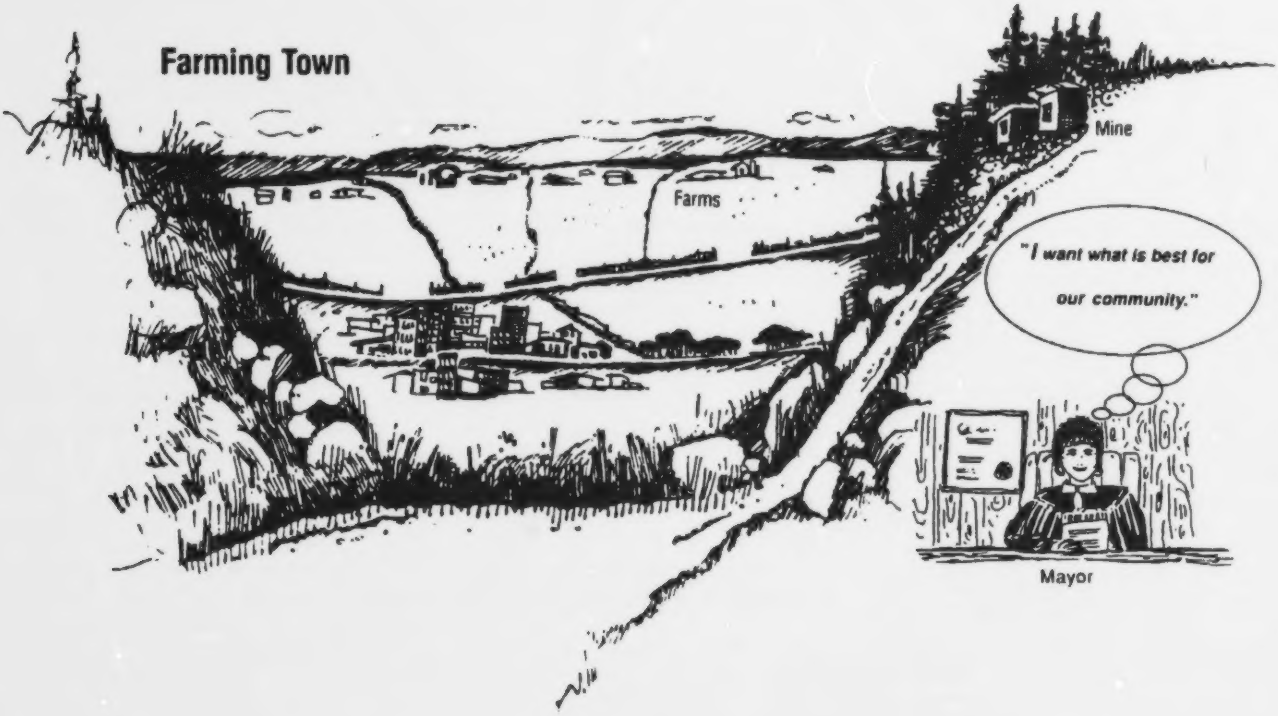
| 1989 Item | Description | % correct 1977 | % correct 1989 | Difference |
|---|---|---|---|---|
| S31 | knowledge about municipal jobs | 66 | 58 | – 8 |
| S32 | knowledge about municipal government | 50 | 51 | 1 |
| S33 | knowledge about municipal jobs | 47 | 53 | 6 |
| S34 | knowledge about judicial system | 74 | 73 | – 1 |
| T24 | knowledge about taxation | 66 | 72 | 6 |
| T25 | knowledge about family/social organization | 58 | 46 | –12 |
| T26 | knowledge about family/social organization | 77 | 79 | 2 |
| **Mean difference** | | | | – 0.9 |

The change in performance on these seven items in Grade 4 suggests that there has been a very modest decrease in knowledge about law and government since the last assessment; on average about 1 % fewer students could answer these questions in 1989 than in 1977.

## GRADE 4 RESULTS: FORM Q

An 8% sample of Grade 4 students completed an written response decision-making activity (Form Q). In this activity, students were presented with a drawing of a farm community, a short reading passage describing a problem faced by the community, and four letters reflecting four different points of view as to how to solve the problem. These stimuli are presented in Figure 11. A complete copy of Form 4Q is presented in Appendix C.

**Figure 11:**
**Form Q Stimuli**
**Grade 4**


Farming Town
Mine
Farms
"I want what is best for our community."
Mayor

Daytonville is a small farming community built in a valley. When a new mine opened nearby many new people moved into the community. Builders wanted to buy some of the farmland near the town centre to build homes for the new families. However, some people in the community felt that the new houses should be built on the hillside near the mine, and that the farmland should not be used.

The mayor of Daytonville realized this was an important concern and asked members of the community to send her letters telling her what they thought should happen.

The mayor received many letters. These four letters were typical of the different views of the people in the community. Read the letters.

**Dear Mayor:**

I think the houses should be built near the town centre rather than on the hillside. Houses are much easier to build on flat farmland than on the hillside, which is rough, full of trees, and hard to get to. We already have roads in the valley to bring in building supplies. Schools and parks are close by. Building houses on the hillside would be too costly.

Sincerely,

***A Builder***

---

**Dear Mayor:**

I don't think the farmland surrounding the town should be turned into places for new houses. There is very little farmland in the valley and we need it to grow hay for the ranchers and to grow vegetables for the townspeople. If these products have to be shipped in it will cost everyone more money. Our family also likes the town the way it is. Everyone knows each other and there is very little traffic. We even leave our door unlocked.

Sincerely,

***A Farmer***

---

**Dear Mayor:**

You must allow the farmland to be turned into housing. Once this happens more businesses will open in our community. These new businesses will provide more services for our townspeople. Townspeople will not need to travel as often to the city to get the special things they need. More businesses also means more tax dollars. We could raise enough tax money to build a library or add on to our community centre. We may even become big enough to have our own hospital.

Sincerely,

***A Merchant***

---

**Dear Mayor:**

Although I welcome new people to our valley, I think new homes should be built on the hillside. Our community has been like this for many years and has a long history. Some of our buildings are over 70 years old. People are happy here. I'm afraid we will grow so fast that we will change the character of the community. The quiet, sleepy atmosphere will disappear as the old buildings are torn down and new ones take their place.

Sincerely,

***A Historian***

The questions following these stimuli reflected selected steps of the decision-making process outlined in the curriculum guides. Because of the limited time available for writing the assessment, the problem or issue was identified for students in Grades 4 and 7; this is usually the first step of the decision-making process. The first question (question 1, page 7) asked students to interpret the information presented in the letters and to identify the point of view of two of the four letter writers. Next (question 2, page 8), students were asked to weigh the consequences of each of two ways of possibly resolving the problem. Finally (question 3, page 9), students were asked to arrive at a decision and to justify it, by taking on the role of mayor and writing a letter to the citizens explaining the decision.

About two-thirds of Grade 4 students were successful in identifying, analyzing, and interpreting the key information in the letters (question 1). Students performed less well in analyzing the consequences or implications of two possible alternatives (question 2) than in other steps of the decision-making process.

The scales for the final letter (question 3) are presented in Figure 12. A sample letter at each scale point is illustrated in Figure 13.

**Figure 12:**
**Scales for Letter-Writing Activity**
**Grade 4**

*Basis of the scale*
- originality
- sense of decision-making: logic
- number of reasons
- elaboration of reasons

Note: Accept creative decisions IF they solve the problem

*Percent of students not responding:* 6%

Scale point 0: Percent of students at this level: 6%
- no decision at all, however stated OR completely illegible or incomprehensible

Scale point 1: Percent of students at this level: 16%
- reaches a decision but does not support it OR reaches a decision which is or may be illogical

Scale point 2: Percent of students at this level: 42%
- reaches a decision
- decision supported by one or more reasons repeated directly from the text, but not developed
- may or may not recognize stakeholders
- circular reasoning ("houses should be built in the town because it's a town")

Scale point 3: Percent of students at this level: 24%
- reaches a decision

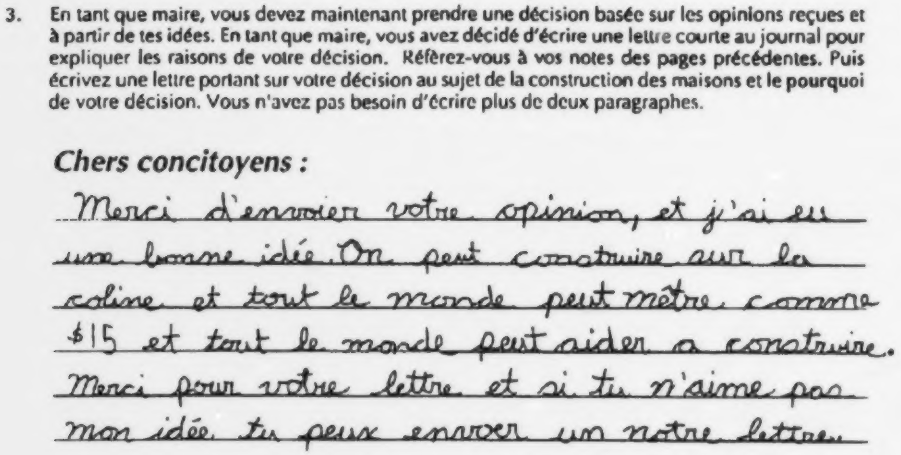
- gives one or 2 reasons and supports or develops one or 2 reasons
- states an argument
- may recognize the importance of stakeholders

Scale point 4: Percent of students at this level: 5%

- reaches a decision: evidence of decision-making
- gives 3 or more reasons and supports them
- states a clear argument AND/OR counterargument
- argument may be original (must be logical)
- shows some sophistication in argument; argument is structured
- recognizes the importance of stakeholders in the decision-making

**Figure 13:**
**Samples for Letter-Writing Activity**
**Grade 4**

Scale point 1:



3. En tant que maire, vous devez maintenant prendre une décision basée sur les opinions reçues et à partir de tes idées. En tant que maire, vous avez décidé d'écrire une lettre courte au journal pour expliquer les raisons de votre décision. Référez-vous à vos notes des pages précédentes. Puis écrivez une lettre portant sur votre décision au sujet de la construction des maisons et le pourquoi de votre décision. Vous n'avez pas besoin d'écrire plus de deux paragraphes.

***Chers concitoyens :***

Merci d'envoier votre opinion, et j'ai eu
une bonne idée. On peut construire sur la
coline et tout le monde peut mètre comme
$15 et tout le monde peut aider a construire.
Merci pour votre lettre et si tu n'aime pas
mon idée. tu peux envoer un notre lettre.

Scale point 2:

3. As the mayor, you now must make a decision based on all the views you have heard and thought about. You, the mayor, have decided to write a short letter to the newspaper explaining your decision.

Refer to your notes on pages 7 and 8. Then write a letter stating your decision where the homes will be built. Be sure to explain why you made this decision. You do not need to write more than two paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

**Dear Citizens:**

I have decided that it would be better to
build the houses and buildings on the hillside.
It may cost more but it won't wreck the atmosphere.
Or the farmland that way it would produce
more food from the farmland.

Sincerly, the Mayor.

Scale point 3:

3. As the mayor, you now must make a decision based on all the views you have heard and thought about. You, the mayor, have decided to write a short letter to the newspaper explaining your decision.

Refer to your notes on pages 7 and 8. Then write a letter stating your decision where the homes will be built. Be sure to explain why you made this decision. You do not need to write more than two paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

**Dear Citizens:**

I have thought vearrey Long and
heard and have finly come to a dission. The best
place for the new house is on the farm Land

The reasion for my dision is it wood coast to
much to bilud the house on the hill side.
You farmeres wood still have some farme Land
Left to have crops and a ranch out back with
six or seven cows and or horses and the cost
woodent be as much and we might have anuff
money for a nefu Librace or to add moor to our
town center or the school.

sincerly the maor

Scale point 4:

3. As the mayor, you now must make a decision based on all the views you have heard and thought about. You, the mayor, have decided to write a short letter to the newspaper explaining your decision.

   Refer to your notes on pages 7 and 8. Then write a letter stating your decision where the homes will be built. Be sure to explain why you made this decision. You do not need to write more than two paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

**Dear Citizens:**

As the mayor, I am going to build the houses near the town Centre. I do not want to wast all that money on building them on the hillside. and I do not want to wreale all the Famlands And we also Know and trust each other very well. We even leave our doors unlocked as said in a letter I recieved. And thank you for all the ideas you gave me on where to build the houses. I am sorry if you do not like where I'm going to build the houses, but I think it is the best place to build them.

Sincerly the Mayor

About one-third of students showed originality in their responses, recognized the importance of stakeholders in the decision-making process, and supported their decision with two or more reasons (scale points 3 and 4). 88% of students wrote responses where they reached a decision (scale points 1 through 4). If a satisfactory response is considered to be one where a decision is reached, and is supported by one or more reasons (scale points 2 through 4), then 72% of Grade 4 students demonstrated satisfactory performance on this exercise. Only 6% of students failed to reach a decision, and a further 6% did not complete the activity.

Grade 4 students performed quite well in the initial stages of the decision-making process, such as identifying the issue and extracting relevant information, and in the final stage, which required them to reach a conclusion supported by data. However, Grade 4 students were less able to examine alternative perspectives on the issue, and to weigh the consequences of those alternatives. This is an intermediary stage in the decision-making process. The weakness at this step suggests that teachers may ask students to reach a conclusion about an issue, but may not encourage them to examine different points of view before a decision is reached. These results suggest that, in many Grade 4 classrooms, there may be more emphasis on a final product rather than on the processes used to make decisions. An alternate interpretation of this finding would be that the level of development of Grade 4 students may not be sufficient to enable them to consider different points of view. To date, however, there is no research on which to base an informed opinion about this issue.

## GRADE 4 ACHIEVEMENT: SUMMARY

Overall, the Interpretation Panels expressed the opinion that student achievement in Grade 4 was Satisfactory or Very Satisfactory for all six domains. Similarly, the results on Form Q generally suggest that students have some facility with the decision-making model, although greater attention needs to be paid to the intermediary steps of the model.

As a general conclusion, Grade 4 Panel members expressed support for the focus on critical thinking in the curriculum. Philosophically, there was a general commitment to the idea that critical thinking and the process elements of the curriculum are more important than the acquisition and recall of discrete facts. Although many Panel members expressed disappointment at the level of achievement on Knowledge questions, there was general agreement that recall and memory work is not as important to students' education as is the development of higher order and critical thinking. The Contract Team observes that the knowledge questions with which students have the greatest difficulty are those relating to government and politics.

Panel members did, however, agree that students need to have a core of knowledge to assist them in problem-solving and decision-making. Grade 4 Panel members stated that they would also like to see a greater emphasis on problem-solving in the curriculum. The Contract Team would also encourage teachers to use novel stimuli to assist in the development of critical thinking. Students' performance on critical thinking items appears to indicate that the majority of students welcome the challenge of more difficult content.

Grade 4 Interpretation Panel members recommended that current events (both national and global) should receive more emphasis than at present, and should be formally integrated into the elementary curriculum. Within this context, the Contract Team would also encourage teachers to address basic facts about Canada and the provinces.

## GRADE 7 RESULTS BY CURRICULUM GOAL

One-third of the achievement survey items in Grade 7 were intended to measure outcomes of **Goal 1 (Canada)**. Sample items from this domain are presented in Figure 14.

***Figure 14:***
**Sample Items for**
**Goal 1: Canada**
**Grade 7**

| | |
|---|---|
| **1945 - 1950** | World War II is over. Europe is in ruins. Canada's economy is expanding rapidly. Canada accepts many European workers because of a labour shortage. |
| **1956** | Canada accepts 38,000 immigrants fleeing from a revolution in Hungary. |
| **1968** | Russia invades Czechoslovakia. Canada accepts 12,000 Czechs who have fled their homeland. |
| **1976** | Several thousand Vietnamese refugees come to Canada after North Vietnam takes control of South Vietnam. |
| **1983** | Canada keeps immigration rates low, because of high unemployment. |

S37. Based on the information above, which reason caused most of the immigration to Canada?

| % | | |
|---|---|---|
| 9 | A. | There was a war in Canada and the immigrants wanted to be involved. |
| 11 | B. | The climate in Canada was desirable. |
| * 69 | C. | Political events in the immigrants' own country of birth threatened their safety. |
| 9 | D. | The immigrants wouldn't have to pay taxes in Canada. |

[Rating: Satisfactory]

S38. According to the above dates, which statement is true?

| % | | |
|---|---|---|
| 4 | A. | Canada accepts only Asian immigrants. |
| 9 | B. | Canada accepts only European immigrants. |
| * 80 | C. | Canada accepts immigrants from many countries. |
| 5 | D. | Canada did not accept immigrants before 1968. |

[Rating: Very Satisfactory]

S39. Why would high unemployment rates in Canada lead Canada to accept fewer immigrants?

| % | | |
|---|---|---|
| 5 | A. | Canada's climate is not favourable. |
| 11 | B. | Fewer people want to immigrate. |
| * 75 | C. | There are not enough jobs for Canadian workers. |
| 6 | D. | Too many Canadians are leaving Canada. |

[Rating: Strong]

Interpretation Panel ratings for the 37 items in this domain are presented in Table 11. Grade 7 Interpretation Panel members rated overall performance in Goal 1 as Satisfactory.

**Table 11:**
**Interpretation Panel Item Ratings**
**Goal 1: Canada**
**Grade 7**

| Item Rating | Number of Items |
|---|---|
| Weak | 1 |
| Marginal | 1 |
| Satisfactory | 21 |
| Very Satisfactory | 7 |
| Strong | 7 |

Overall Rating for this Domain: Satisfactory

One-third of the achievement items for Grade 7 related to **Goal 3 (Individual's Role in Society)** of the curriculum. While this goal relates primarily to the context of Canadian society, there is some reference to the individual's role in the wider global community. As translated into the scope and sequence of the curriculum, Grades 1 through 5 focus on Canadian issues, while Grades 6 and 7 address international content. Sample items for this domain are presented in Figure 15.

**Figure 15:**
**Sample Items for**
**Goal 3: Individual's Role in Society**
**Grade 7**

**Dear Editor:**

Yesterday, I saw a sign saying that a games arcade is opening in the shopping mall. Arcades are not good places for young people to be. It stops them from doing their homework. Arcade owners don't care about kids.

Sincerely yours,
***Concerned Parent***

T19. Which statement is a fact found in the letter?

| % | | |
|---|---|---|
| 22 | A. | Arcades stop students from doing their homework. |
| 18 | B. | Arcades are not good places for young people. |
| • 52 | C. | An arcade is opening in the shopping mall. |
| 8 | D. | Arcade owners do not care about kids. |

[Rating: Marginal]

T20. A student was researching the value of arcades for a report. He included information from this letter because

| % | | |
|---|---|---|
| 4 | A. | it showed why the arcade was opening. |
| 19 | B. | it showed what all parents think about arcades. |
| • 73 | C. | it showed one parent's view. |
| 3 | D. | it upset the arcade owner. |

[Rating: Satisfactory]

The assessment included 36 items at the Grade 7 level to measure achievement in this domain. Panel ratings for items in this domain are presented in Table 12.

### Table 12:
### Interpretation Panel Item Ratings
### Goal 3: Individual's Role in Society
### Grade 7

| Item Rating | Number of Items |
|---|---|
| Weak | 0 |
| Marginal | 1 |
| Satisfactory | 14 |
| Very Satisfactory | 12 |
| Strong | 9 |

Overall Rating for this Domain: Very Satisfactory

The Interpretation Panel rated the Grade 7 results on Goal 3 as Very Satisfactory; the Contract Team concurs with this evaluation.

For the purpose of developing performance descriptors, Goals 1 (Canada) and 3 (Individual's Role in Society) were combined. The performance descriptors for these goals, and the percent of students performing at each level, are presented in Figure 16. The Contract Team finds the performance descriptors for this domain inadequate, since they focus primarily on cognitive processes rather than on the content domain. For example, levels 3 and 4 deal solely with processes and skills; all of the statements made would fit more appropriately within the discussion of critical thinking.

### Figure 16:
### Performance Descriptors for
### Goals 1 (Canada) and 3 (Individual's Role in Society)
### Grade 7

Level 1 Percent of students in the province at this level: 17

These students recognize the role of law in society. They have basic map reading skills.

Level 2 Percent of students in the province at this level: 34

In addition to the above, these students can use prior knowledge of Canada and the individual's role in society, along with charts and written material to reach conclusions. They can identify problems, detect bias, and recognize cause and effect relationships.

Level 3 Percent of students in the province at this level: 21

In addition to the above, these students can use prior knowledge to interpret written information, make inferences, and draw conclusions. They are able to distinguish fact from opinion, identify point of view and make comparisons. They can select additional information in order to make decisions.

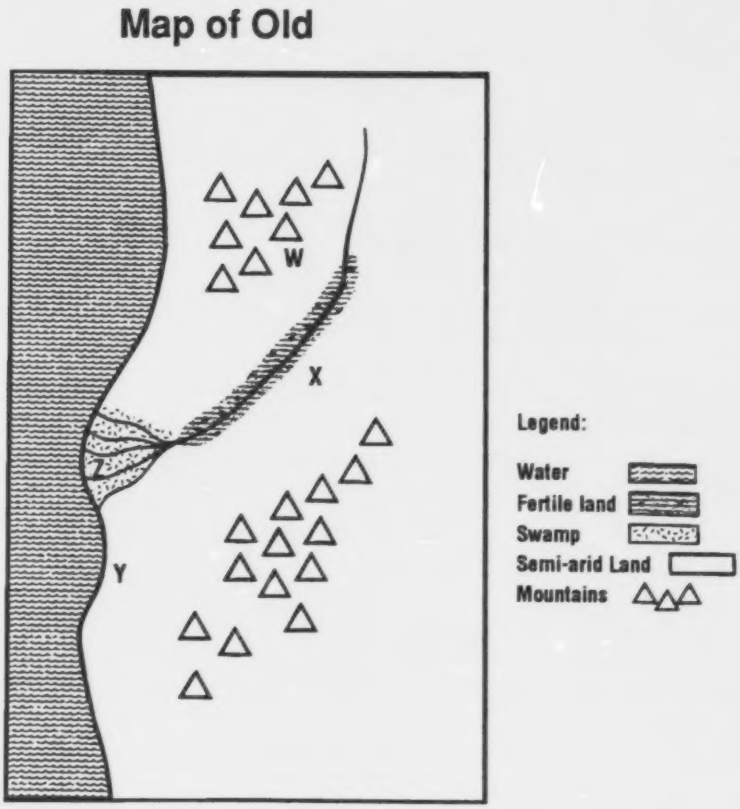
Level 4 Percent of students in the province at this level: 28

In addition to the above, these students can analyze data and evaluate alternatives to arrive at conclusions.

Goal 2 (The World) forms much of the content in the social studies curriculum for Grades 6 and 7. Therefore, this domain comprised approximately one-third of the achievement items at Grade 7. Of the 47 items in this domain, 21 were rated by the Interpretation Panel as Satisfactory, 21 as Very Satisfactory and 5 as Strong. Overall, the Interpretation Panel rated performance on this domain as Very Satisfactory, and the Contract Team concurs with this rating. The Interpretation Panel members commented that one explanation for the positive results on this domain is that the content would have been covered within the last two years.

Sample items for this domain are presented in Figure 17.

**Figure 17:
Sample Items for
Goal 2: The World
Grade 7**



R15. The Oldians have come to live in the area marked "X", shown on the map. Which factor most affected their choice of a place to live?

| % | | |
|---|---|---|
| 11 | A. | Protection from enemies. |
| * 76 | B. | Closeness to productive farmland. |
| 8 | C. | Availability of wood to build houses. |
| 4 | D. | Closeness to roads and bridges. |

[Rating: Satisfactory]

R16. The Oldians produce more food than they need. To take advantage of the surplus, they have to plan a way to

| % | | |
|---|---|---|
| 8 | A. | transport people around the country. |
| 4 | B. | change their eating habits. |
| * 81 | C. | store the food for use later. |
| 6 | D. | grow more than they do now. |

[Rating: Very Satisfactory]

R18. The king of the Oldians was asked by the people to deal with a wide variety of problems. He decided to create some laws. These laws would help to

| % | | |
|---|---|---|
| * 68 | A. | maintain social order. |
| 9 | B. | find new methods of farming. |
| 10 | C. | find jobs for the poor. |
| 12 | D. | create more concerns among the people. |

[Rating: Very Satisfactory; French Immersion Rating: Satisfactory]

Performance descriptors for this domain are presented in Figure 18. The Contract Team notes that these performance descriptors have the same weakness as those for Goals 1 and 3, that is, that these descriptors focus more on cognitive processes than on a description of curricular content.

### Figure 18:
### Performance Descriptors for
### Goal 2 (The World)
### Grade 7

Level 1 Percent of students in the province at this level: 21

These students have map reading skills.

Level 2 Percent of students in the province at this level: 24

In addition to the above, these students have knowledge of geographical terms and can interpret graphs, maps, and time lines. They recognize basic features of physical geography.

**Level 3** Percent of students in the province at this level: 34

In addition to the above, these students can use prior knowledge to make inferences, and are able to evaluate information and draw conclusions.

**Level 4** Percent of students in the province at this level: 22

In addition to the above, these students can analyze and evaluate given information and make inferences to arrive at a solution.

## GRADE 7 RESULTS BY COGNITIVE LEVEL

In Grade 7, 15 items were designed to measure **Knowledge (Recall)**. Interpretation Panel member ratings for these 15 items are presented in Table 13. Overall, the panel rated performance on this domain as Satisfactory. However, there were some concerns about particular items in this domain.

**Table 13:**
**Interpretation Panel Item Ratings**
**Knowledge**
**Grade 7**

| Item Rating | Number of Items |
|---|---|
| Weak | 1 |
| Marginal | 1 |
| Satisfactory | 7 |
| Very Satisfactory | 5 |
| Strong | 1 |

Overall Rating for this Domain: Satisfactory

Some sample items from this domain are presented in Figure 19. Some of the Interpretation Panel felt that the relatively low level of success on these items was due, at least in part, to the lack of emphasis on current events in the curriculum. The Contract Team agrees with the Interpretation Panel members that performance on these items is less than satisfactory. While the curriculum for Grades 3 and 5 addresses government and politics, the Contract Team infers that this area is not being taught in a way which makes the facts meaningful to students. The Contract Team notes that students in Grades 4 and 7 exhibit inadequacy in relation to government and politics. Since very little emphasis was placed on the Knowledge (Recall) domain in the assessment, items for this domain were selected as representing basic knowledge which most students should know. For this reason, the Contract Team is particularly concerned that students did not perform at a higher level on some items in this domain.

### Figure 19:
### Sample Items for Knowledge Grade 7

S22. British Columbia's provincial government meets in

| % | | |
|---|---|---|
| 2 | A. | Prince George. |
| 7 | B. | Vancouver. |
| 34 | C. | Ottawa. |
| * 56 | D. | Victoria. |

[Rating: Weak]

T22. The head of the Canadian government is the

| % | | |
|---|---|---|
| 16 | A. | President. |
| 11 | B. | Premier. |
| * 68 | C. | Prime Minister. |
| 4 | D. | Mayor. |

[Rating: Marginal]

T24. Canada's federal government meets in

| % | | |
|---|---|---|
| 9 | A. | Washington, D.C. |
| 10 | B. | Victoria. |
| 6 | C. | Toronto. |
| * 74 | D. | Ottawa. |

[Rating: Satisfactory; French Immersion Rating: Very Satisfactory]

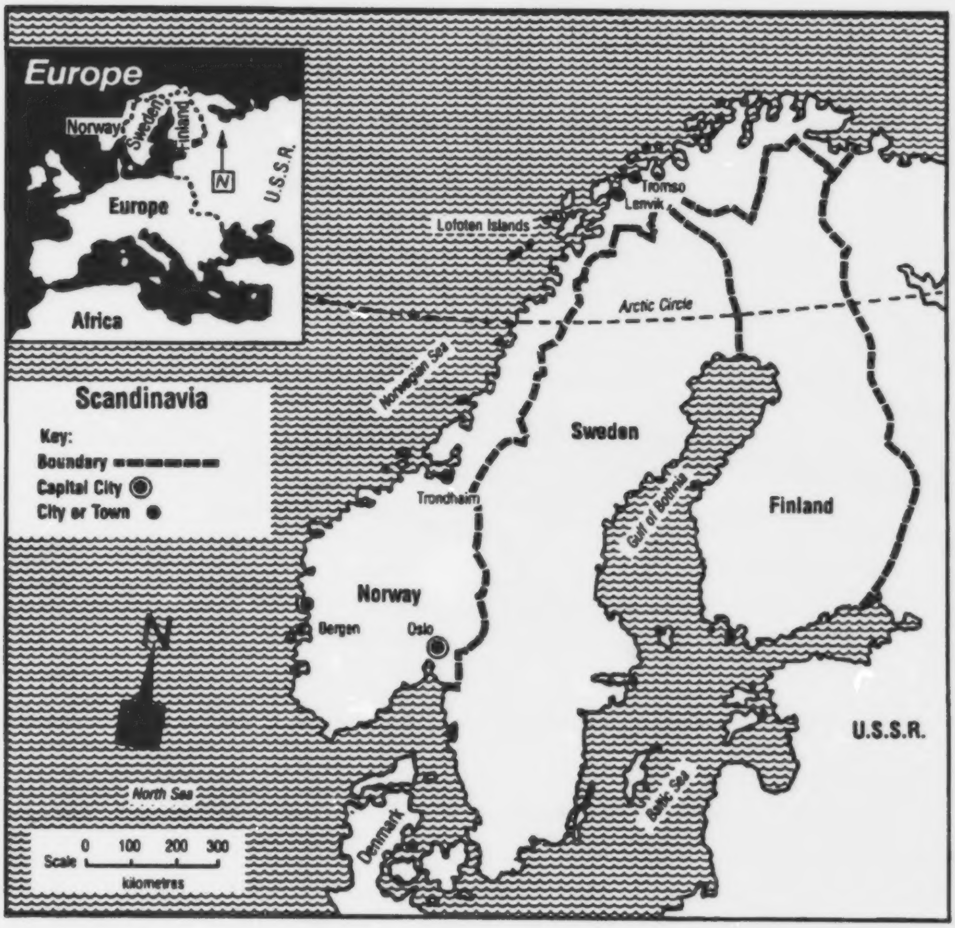
T25. Which one of the following is not a political party in Canada?

| % | | |
|---|---|---|
| 32 | A. | Progressive Conservative. |
| 6 | B. | Liberal. |
| 6 | C. | New Democratic Party. |
| * 55 | D. | Republican. |

[Rating: Satisfactory]

Forty-five items were included in the **Understanding and Application** domain on the Grade 7 instruments. Twenty items were rated as Satisfactory by the Interpretation Panel, 19 as Very Satisfactory, and 6 as Strong. Performance was not rated as Weak or Marginal on any of the items in this domain. The overall rating for this domain was Very Satisfactory. Sample items for this domain are presented in Figure 20.

Figure 20:
Sample Items for
Understanding and Application
Grade 7


Europe
Norway
Sweden
Finland
N
U.S.S.R.
Europe
Africa
Scandinavia
Key:
Boundary ▬ ▬ ▬
Capital City ◉
City or Town ●
Lofoten Islands
Tromso
Lenvik
Arctic Circle
Norwegian Sea
Trondheim
Sweden
Gulf of Bothnia
Finland
Norway
Bergen
Oslo
N
U.S.S.R.
North Sea
Baltic Sea
Denmark
Scale 0 100 200 300
kilometres

S04. Which city is a capital city?

| % | |
|---|---|
| 1 | A. Bergen |
| 7 | B. Norway |
| *91 | C. Oslo |
| 1 | D. Trondheim |

[Rating: Very Satisfactory]

S06. Which two countries share a boundary?

| % | |
|---|---|
| *84 | A. Sweden and Finland |
| 3 | B. Sweden and USSR |
| 6 | C. Denmark and Norway |
| 6 | D. Denmark and Sweden |

[Rating: Satisfactory]

S07. Approximately how many kilometres is it from Oslo to Bergen?

| % | |
|---|---|
| *73 | A. 300 km |
| 14 | B. 200 km |
| 6 | C. 400 km |
| 7 | D. The map does not tell us. |

[Rating: Satisfactory]

To develop performance descriptors, items from the Knowledge domain were combined with those from the Understanding and Application domain. Performance descriptors for these domains are presented in Figure 21.

### Figure 21: Performance Descriptors for Knowledge, Understanding and Application Grade 7

| | |
|---|---|
| **Level 1** | Percent of students in the province at this level: 16<br>These students are able to locate British Columbia on a map of Canada, read legends and symbols, identify boundaries, and locate positions on a map using grid coordinates. They know how laws are made. |
| **Level 2** | Percent of students in the province at this level: 23<br>In addition to the above, these students recognize cultural differences and basic physical needs. They can apply information from a map and select detail from written materials, graphs and charts. They can use prior knowledge and given information to select the best alternative. |
| **Level 3** | Percent of students in the province at this level: 25<br>In addition to the above, these students know the names of the oceans bordering Canada and the name of our federal capital. They have knowledge of the fundamentals of democracy and an understanding of immigrant needs. They recognize the importance of geographic location in trading, the relationships among natural resources, work, and trade. They can interpret and locate information on line graphs and charts, and can estimate dates on a time line. |

**Level 4** Percent of students in the province at this level: 36

In addition to the above, these students know the name of their provincial capital and titles for the federal and provincial heads of government. They can identify the names of the three major political parties. They recognize basic cultural needs. They are able to apply their knowledge of scale to timelines and maps. They can locate, interpret and draw conclusions from information on charts and line graphs.

Sixty Grade 7 items were classified in the domain **Higher Order and Critical Thinking**. The Interpretation Panel ratings for these 60 items are presented in Table 14. The majority of items on which student performance was rated as Strong were from Goal 3 (Individual's Role in Society). The items selected as samples for this domain, presented in Figure 22, illustrate students' strength in the analysis of issues related to the individual's role in society.

**Table 14:**
**Interpretation Panel Item Ratings**
**Higher Order and Critical Thinking**
**Grade 7**

| Item Rating | Number of Items |
|---|---|
| Weak | 0 |
| Marginal | 1 |
| Satisfactory | 29 |
| Very Satisfactory | 16 |
| Strong | 14 |

Overall Rating for this Domain: Very Satisfactory

**Figure 22:**
**Sample Items for**
**Higher Order and Critical Thinking**
**Grade 7**

A large factory is being planned. As the company begins excavating, remains of a native burial ground are discovered. Work stops on the project while the native group tries to persuade the town council not to move the bodies, and to declare the area a heritage site. The factory owners are willing to allow the bones to be moved to a different site, but insist that the project continue.

R04. The factory owners suggest that the remains be uncovered and transported to another native burial ground. What is the strongest reason the factory owners could give to the native people?

| % | |
|---|---|
| 6 | A. This solution would please the town council. |
| 10 | B. This solution would not cost very much. |
| * 71 | C. This solution shows respect for the natives' beliefs and allows the factory to be built. |
| 13 | D. This solution shows that this is not a good site for a factory. |

[Rating: Strong]

R05. The native people suggest that the city council buy the factory site from the owners and turn the graveyard into an historic landmark. What reason for this would the native people give to city council?

| % | | |
|---|---|---|
| 4 | A. | Graveyards should be located in cities where there are many people. |
| 7 | B. | This factory would not employ many workers and will go out of business. |
| * 85 | C. | Graveyards are important to native culture and should not be disturbed. |
| 4 | D. | Native people should be involved in construction work. |

[Rating: Strong]

R07. Why is this situation a difficult problem to resolve?

| % | | |
|---|---|---|
| 8 | A. | There is no land available to which to move the burial ground. |
| * 78 | B. | People must choose between cultural traditions and economic growth. |
| 10 | C. | The factory owners have no other choice but to locate there. |
| 4 | D. | No one cares about the issue. |

[Rating: Strong]

**Figure 23:**
**Performance Descriptors for**
**Higher Order and Critical Thinking**
**Grade 7**

## GRADE 7 RESULTS: FORM Q

An 8% sample of Grade 7 students completed an open-ended decision-making activity (Form Q). A complete copy of Form 7Q will be found in Appendix C.

Grade 7 students were presented with the same task and stimulus as Grade 4 students, that is, a drawing of a farm community, a short reading passage describing a problem faced by the community, and four letters reflecting four different points of view as to how to solve the problem. Grade 7 students were asked to provide somewhat more detail in their written responses than were Grade 4 students.

As for students in Grade 4, the first step of the decision-making process, identifying the problem or issue, was outlined in the stimuli. The questions posed to Grade 7 students reflected some of the following steps of the decision-making process outlined in the curriculum guide. The first activity (questions 1 and 2, pages 8 and 9) asked students to interpret the information presented in the letters and to identify the point of view of all four letter writers. The next question (page 10) asked students to assess the positive and negative consequences of each of two options. In the final activity, students were asked to arrive at a decision and to justify it, by taking the point of view of the mayor and write a letter to the citizens of the community explaining their decision.

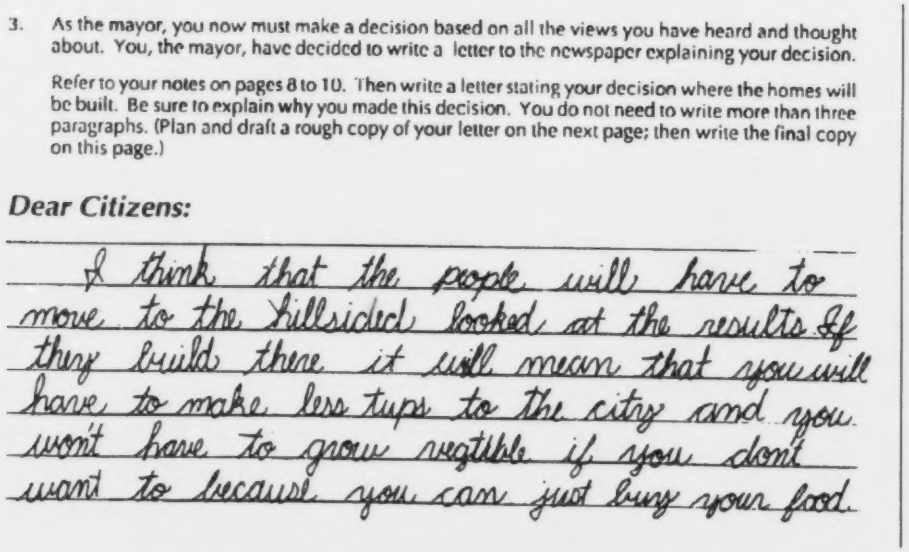
As would be expected, Grade 7 students showed somewhat more facility in the decision-making process than did Grade 4 students. In terms of extracting information from the reading passage and identifying points of view (questions 1 and 2), about 60% of Grade 7 students performed at the top level, compared with only 30% of Grade 4 students. Similarly, Grade 7 students performed significantly better than Grade 4 students in analyzing the consequences or implications of two possible alternatives. (This stage of the decision-making process was particularly weak at the Grade 4 level.)

The scales for the final letter (question 3) were the same as those used to code Grade 4 letters, and are presented in Figure 12 (above). A sample Grade 7 letter at each scale point is illustrated in Figure 24. As can be seen in Figure 24, the criteria for evaluating the final letter included originality, recognition of the importance of stakeholders in the decision-making process, and justification of their decision with two or more reasons (scale points 3 and 4). Whereas 29% of Grade 4 students met these criteria, nearly 37% of Grade 7 students did so. In addition, 79% of Grade 7 students reached a conclusion and supported it (scale points 2 and above), compared with 71% in Grade 4. A comparison of the results of students in Grades 4 and 7 is presented in Table 15.

Overall, these changes across the grades indicate a satisfactory level of development in decision-making processes. However, as noted above in the context of Grade 4 results, students in both grades could receive greater assistance with developing the intermediary stages of the decision-making process. While students indicated that they were able to reach a decision in the letter-writing stage, greater attention could be given to assisting students in developing a rationale for this decision.

**Figure 24:**
**Grade 7 Letter-Writing Activity**
**Samples**

Scale point 1



3. As the mayor, you now must make a decision based on all the views you have heard and thought about. You, the mayor, have decided to write a letter to the newspaper explaining your decision.

Refer to your notes on pages 8 to 10. Then write a letter stating your decision where the homes will be built. Be sure to explain why you made this decision. You do not need to write more than three paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

***Dear Citizens:***

I think that the people will have to move to the hillsided looked at the results If they build there it will mean that you will have to make less tups to the city and you won't have to grow vegtible if you don't want to because you can just buy your food.

Scale point 2

3. As the mayor, you now must make a decision based on all the views you have heard and thought about. You, the mayor, have decided to write a letter to the newspaper explaining your decision.

Refer to your notes on pages 8 to 10. Then write a letter stating your decision where the homes will be built. Be sure to explain why you made this decision. You do not need to write more than three paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

***Dear Citizens:*** I have reached my decison on where the new people will live. the new people will live in the hillside because the rate of traffic will stay the same and the people will be able to keep on farming the land and growing food.

Scale point 3

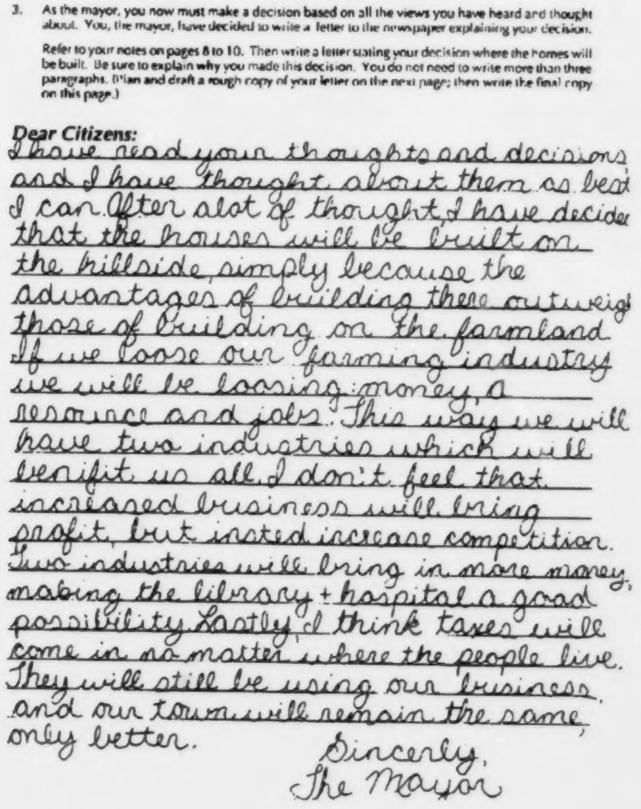
3. En tant que maire, vous devez maintenant prendre une décision basée sur les opinions reçues et à partir de tes idées. En tant que maire, vous avez décidé d'écrire une lettre courte au journal pour expliquer les raisons de votre décision. Référez-vous à vos notes des pages précédentes. Puis écrivez une lettre portant sur votre décision au sujet de la construction des maisons et le pourquoi de votre décision. Vous n'avez pas besoin d'écrire plus de deux paragraphes.

***Chers concitoyens :***

Mon décision au sujet de la construction des maisons est que les maisons devraient être bâti dans la colline.

C'est mon décision parce-que je pense qu'en grandissant trop vite, notre village perdrait son caractère. Il y a peu de terres agricoles et si on bâtissait les maisons dans la vallée, il y aurai moin en moin de terres agricoles. D'abord si il y a peu de terres agricoles les fermiers pouvrront pas pousser des légumes pour les villageoises. Je veux juste dire que notre communauté éxiste depuis longtemps et a sa propre histoire mais si on construisaient des maisons ça changeraient tous.

Scale point 4



3. As the mayor, you now must make a decision based on all the views you have heard and thought about. You, the mayor, have decided to write a letter to the newspaper explaining your decision.

Refer to your notes on pages 8 to 10. Then write a letter stating your decision where the homes will be built. Be sure to explain why you made this decision. You do not need to write more than three paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

**Dear Citizens:**

I have read your thoughts and decisions and I have thought about them as best I can. After alot of thought I have decide that the houses will be built on the hillside, simply because the advantages of building there outweig those of building on the farmland. If we loose our farming industry we will be loosing: money, a resource and jobs. This way we will have two industries which will benifit us all. I don't feel that increased business will bring profit, but insted increase competition. Two industries will bring in more money, making the library + hospital a good possibility. Lastly, I think taxes will come in no matter where the people live. They will still be using our business and our town will remain the same, only better.

Sincerly,
The Mayor

**Table 15:**
**Letter-Writing Activity Results**

| Scale point | Grade 4 % | Grade 4 cum % | Grade 7 % | Grade 7 cum % |
|---|---|---|---|---|
| 4 | 5 | 99 | 7 | 100 |
| 3 | 24 | 94 | 30 | 93 |
| 2 | 42 | 70 | 43 | 63 |
| 1 | 16 | 28 | 12 | 20 |
| 0 | 6 | 12 | 2 | 8 |
| no response | 6 | 6 | 6 | 6 |

## GRADE 7 ACHIEVEMENT: SUMMARY

Overall, the Interpretation Panels expressed the opinion that student achievement in Grade 7 was Satisfactory or Very Satisfactory for all six domains. The opinion of the Grade 7 Interpretation Panel was very similar to that of the Grade 4 Panel in this regard. The Grade 7 Panel rated student performance in Goal 2 (The World) as Very Satisfactory, compared with a rating of Satisfactory at the Grade 4 level. This finding is of minimal importance as very little attention is given to this domain in the Grades 1 to 4 curriculum.

Similarly, the Grade 7 Form Q results generally suggest that students have some facility with the decision-making model, although greater attention needs to be paid to assisting students in developing a rationale for the last stage of the decision-making model.

The Grade 7 Panel felt that students' performance on Goal 1 (Canada) could be improved if better resource materials about Canada were available to all intermediate teachers. Grade 7 Panel members would also like additional pre-service and in-service support to enhance their ability to teach higher order and critical thinking.

Like the Grade 4 Panel, the Grade 7 panel also recommends that current events receive greater prominence as a formal part of the curriculum. To support the extension of current events in the classroom, they recommend that the Ministry of Education provide funding for the purchase of newspapers for use in classrooms. To obtain maximum benefit from this new resource, the Contract Team recommends that appropriate in-service programs be designed and implemented to assist teachers in using the newspapers as part of critical thinking activities in their classrooms (see, for example, Margolis, Shapiro, and Anderson, 1990).

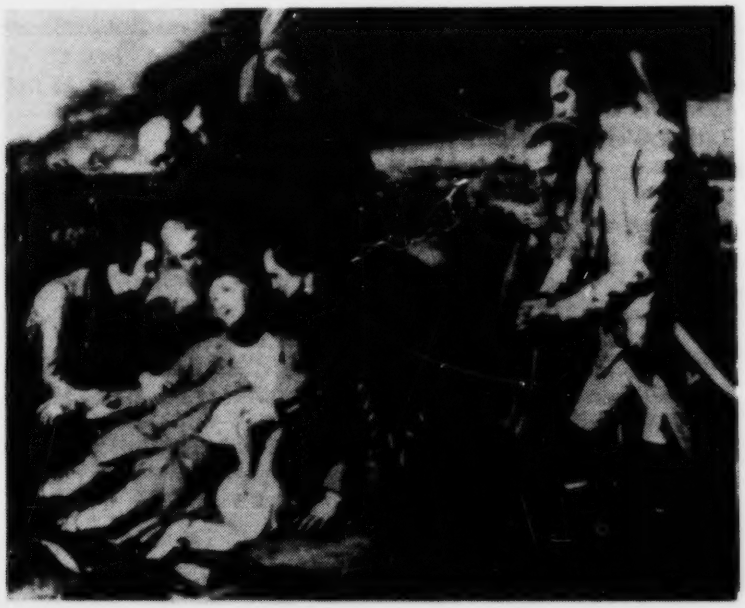
## GRADE 10 RESULTS BY CURRICULUM GOAL

Forty-eight Grade 10 multiple-choice items were designed to measure student performance in Goal 1 (Canada). A sample of these items is presented in Figure 25.

**Figure 25:**
**Sample Items for**
**Goal 1: Canada**
**Grade 10**

### The Death of Wolfe

Study the picture and read the passage; then choose the BEST answer for questions 3 to 6.



You have probably seen paintings of historical events such as this one. The battle for Quebec captured the imagination of the British. It was an heroic story of a victory far away, in a strange land, where the victor dies just as he triumphs. This painting, by Benjamin West, shows the way the English saw the battle. It was copied and thousands of prints were sold. It appeared on tea trays, mugs, and cloth. But as history, it is inacurrate. Only one of the men grouped around Wolfe was actually present! Several of Wolfe's generals disliked him so much, they refused to be included in the picture. The painter, of course, had never been to the battleground.

There were similar paintings of Montcalm's death painted in France, and they are just as inaccurate. For instance, Montcalm is shown in some historical French paintings dying heroically, like Wolfe, on the battlefield. In fact, Montcalm died after the battle in the city.

R03. In this painting, Benjamin West portrays Wolfe

| % | | |
|---|---|---|
| • 66 | A. | in a favourable light. |
| 16 | B. | in a negative light. |
| 11 | C. | objectively. |
| 6 | D. | as anti-French. |

[Rating: Satisfactory]

R05. Why did Benjamin West likely paint such an inaccurate picture of events?

| % | | |
|---|---|---|
| 3 | A. | He knew the painting would be sold in North America. |
| 17 | B. | He just made a mistake because he wasn't there. |
| 4 | C. | He did not like Montcalm. |
| • 76 | D. | He wanted to convey a positive view of Wolfe as hero. |

[Rating: Very Satisfactory]

R06. From the painting, we learn that

| % | | |
|---|---|---|
| 12 | A. | paintings are always used to convey information. |
| 6 | B. | artists never portray events accurately. |
| 8 | C. | paintings are only accurate if the artist was present. |
| • 73 | D. | paintings cannot be relied upon for historical facts. |

[Rating: Strong]

Interpretation Panel ratings for items in Goal 1 are presented in Table 16. The Contract Team concurs with the Interpretation Panel rating of Satisfactory for student performance in this domain. Several panel members indicated that they believed that student performance in this domain was hampered by less than satisfactory achievement in questions requiring geographic knowledge and skills, especially map-reading and interpretation of graphs.

In addition, some panel members expressed the view that students would have performed better in this domain had there been more Canadian content in the curriculum at Grades 8 and 9, and that the way to improve performance in Goal 1 would be to increase the amount of Canadian content in the secondary grades. Other panel members and the Contract Team disagreed that the way to improve performance is to increase exposure to Canadian content. The social studies curriculum already pays extensive attention to the study of Canada starting in the primary grades. The Contract Team suggests that performance could be enhanced if greater attention was given to classroom strategies that more actively engage students in the topics at hand.

**Table 16:**
**Interpretation Panel Item Ratings**
**Goal 1: Canada**
**Grade 10**

| Item Rating | Number of Items |
|---|---|
| Weak | 3 |
| Marginal | 6 |
| Satisfactory | 23 |
| Very Satisfactory | 13 |
| Strong | 3 |

Overall Rating for this Domain: Satisfactory

Approximately one-third of the Grade 10 achievement items were drawn from **Goal 3 (The Individual's Role in Society)**. Several sample items from this domain are presented in Figure 26.

**Figure 26:**
**Sample Items for**
**Goal 3: The Individual's Role in Society**
**Grade 10**

**Industrial Revolution**

Read this story, then choose the BEST answer for questions 20 to 23.

There was once a factory that employed thousands of people. Its production line was a miracle of efficiency. But the factory had a high accident rate. The machinery was dangerous and it also did not make allowances for human error, forgetfulness, or ignorance. Day after day, workers came out of the factory with squashed fingers, cuts and bruises. Sometimes someone would lose an arm or a leg, or be crushed to death.

Enlightened people began to see that something needed to be done. Local churches were first on the scene, setting up a small first-aid tent outside the factory gate. Through donations a proper clinic was built. The town council then became interested, and provided funds to turn the clinic into a small hospital with modern equipment, an operating theatre, and a full-time staff of doctors and nurses. Several lives were saved. The factory management, seeing the good that was being done and wishing to prove itself enlightened, gave the hospital backing, some funds, and an ambulance to move serious cases.

But, year by year, as production increased, the accident rate continued to rise. In spite of everything the hospital could do, more and more people were maimed or died from injuries they received.

Only then did some people begin to ask if it was enough to treat people's injuries while leaving untouched the machinery that caused them.

T20. Which statement best illustrates the major problem faced by workers at this factory?

| % | | |
|---|---|---|
| * 89 | A. | The machinery they used was dangerous. |
| 4 | B. | They needed to raise money to support the hospital. |
| 4 | C. | They needed more medical help from the hospital. |
| 3 | D. | They were not being paid enough. |

[Rating: Very Satisfactory]

T21. The reading shows that factory owners were most likely concerned about

| % | | |
|---|---|---|
| 8 | A. | helping the workers. |
| * 79 | B. | maintaining production. |
| 7 | C. | paying for medical costs. |
| 6 | D. | building safer equipment. |

[Rating: Very Satisfactory]

T23. During the Industrial Revolution, conditions similar to those described in this reading were common. Eventually, workers banded together to form

| % | | |
|---|---|---|
| 4 | A. | their own factories. |
| * 86 | B. | unions. |
| 7 | C. | hospitals. |
| 2 | D. | churches. |

[Rating: Very Satisfactory]

Interpretation Panel ratings for the 36 items in this domain are presented in Table 17. Because the median of item ratings falls between Satisfactory and Very Satisfactory, the panel had some difficulty in deciding on a summary rating for this domain. The panel, after much debate, arrived at a rating of Very Satisfactory.

**Table 17:**
**Interpretation Panel Item Ratings**
**Goal 3: Individual's Role in Society**
**Grade 10**

| Item Rating | Number of Items |
|---|---|
| Weak | 0 |
| Marginal | 1 |
| Satisfactory | 16 |
| Very Satisfactory | 16 |
| Strong | 3 |

Overall Rating for this Domain: Very Satisfactory

For the purposes of developing performance descriptors, results on Goal 1 (Canada) and Goal 3 (The Individual's Role in Society) were combined, as they were in Grade 7. Performance descriptors for these combined domains are presented in Figure 27. The Contract Team commends the Grade 10 panel members who developed these descriptors. Grade 10 panel members clearly distinguished between goal domains (Canada, the World, and the Individual's Role) and cognitive domains (Knowledge, Understanding, and Application, and Higher Order and Critical Thinking).

**Figure 27:**
**Performance Descriptors for**
**Goals 1 (Canada) and 3 (Individual's Role in Society)**
**Grade 10**

**Level 1** Percent of students in the province at this level: 13

These students know that laws regulate behaviour. They have a basic awareness of the individual's role in protecting the environment. They can utilize Canadian content where it is clear and focused.

**Level 2** Percent of students in the province at this level: 33

In addition to the above, these students have a basic understanding of Canadian political structure, the role of individuals in the political process, and problems relating to labour-management relations. They have some knowledge of Canadian physiography. They understand the importance of the individual's, as well as the government's role in protecting the environment.

**Level 3** Percent of students in the province at this level: 27

In addition to the above, these students recognize the significance of important Canadian historical figures and events, and the importance of women in Canadian history. They also have some knowledge of the history of Canadian immigration and of the problems relating to native and minority rights. They recognize the international implications relating to envrionmental concerns such as over exploitation and non-disposable waste. They can recognize that selected information was used to influence Canadian historical development.

**Level 4** Percent of students in the province at this level: 26

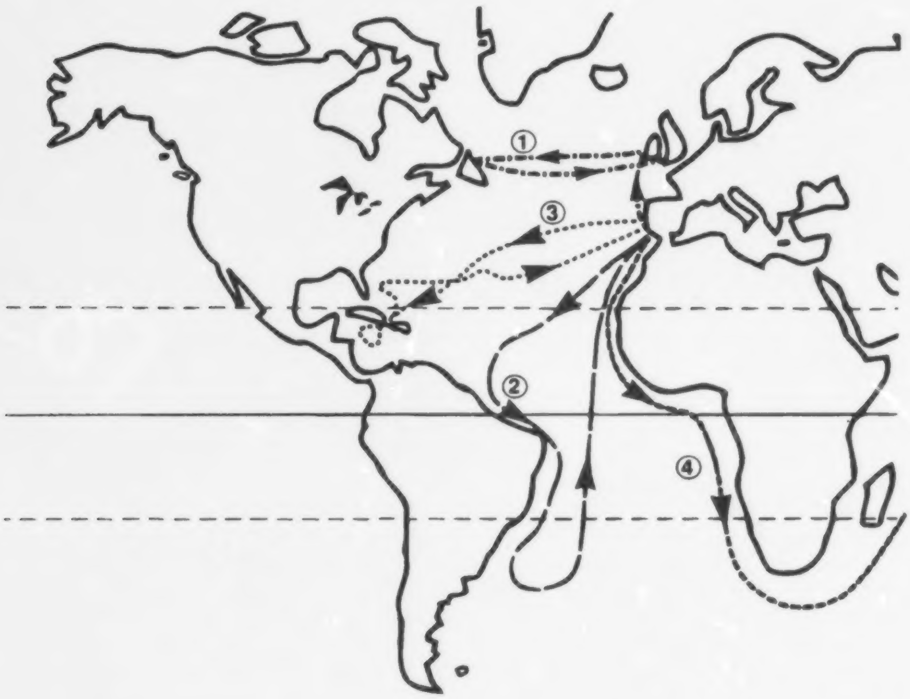
In addition to the above, these students have a higher level of understanding of Canadian history. They are able to use prior knowledge to interpret cause and effect relationships, interrelate historical and geographical information, and make historical predictions. They have a good understanding of the Canadian political structure and process. They recognize the part that propaganda plays in determining individual choices and Canadian social policy.

As reflected in the curriculum from Grades 8 to 10, approximately one third of the achievement survey items in the assessment measured student outcomes in Goal 2 of the curriculum, The World. The Interpretation Panel eliminated four items (S07 through S10) from consideration for this domain because a typographical error in the accompanying graph rendered these items invalid. Sample items from this domain are presented in Figure 28.

**Figure 28:**
**Sample Items for**
**Goal 2: The World**
**Grade 10**

### Columbus and the North Atlantic

Study the map and read the article; then choose the BEST answer for questions 35 to 40.



The invention of the compass, the astrolabe, and the rediscovery of Ptolemy's cartographical work inspired a middle-aged ship captain and navigator in 1492 to undertake a perilous journey.

During this time, people held conflicting views about the size of the earth. Some people, such as Columbus, based their estimates on the work of Ptolemy, a scholar of Ancient Greece. However, Ptolemy had underestimated the size of the earth! After many years of trying Columbus convinced Queen Isabella of Spain to sponsor a voyage to Asia westward across the Atlantic. Columbus believed that by sailing westward, he could reach Asia within two months. What Columbus did not know was that a direct sailing route to the Orient would have taken about four months. Luckily for him, and for his crew, a continent lay where a two-month supply of food would run out.

Instead of setting his course due west from Spain, Columbus first sailed southward to the Canary Islands. He chose this route because the Canary Islands happened to be on the same parallel of latitude as Cipangu (Japan), the particular destination that he had chosen from his reading of Marco Polo. He then turned due west, exploiting the advantages of the northeasterly trade winds, which would carry him directly to his destination.

For the homeward journey Columbus had planned to go north, above the "horse latitudes," to 35 degrees, where he would meet the westerly trade winds.

Although Columbus was a skilled mariner, the winds were the mystery he had to master just as a steamer's captain must master the machinery of an ocean liner.

S35. All of the following words describe Columbus except

| % | | |
|---|---|---|
| * 68 | A. | good shipbuilder. |
| 8 | B. | skilful mariner. |
| 10 | C. | good navigator. |
| 13 | D. | persistent. |

[Rating: Satisfactory]

S37. If Columbus had access to a current world map, the most important thing he would have discovered was that

| % | | |
|---|---|---|
| * 53 | A. | the continent of Asia was much further away than he thought. |
| 9 | B. | the world was smaller than he thought. |
| 11 | C. | the Orient was different than Marco Polo described. |
| 25 | D. | a direct route westward to Asia was possible. |

[Rating: Satisfactory]

S38. The best title for this reading is

| % | | |
|---|---|---|
| * 69 | A. | "A Great Mariner and Discoverer." |
| 12 | B. | "The First Man to Discover Asia." |
| 7 | C. | "The Discovery of Cipangu." |
| 10 | D. | "Using Wind Systems in the Atlantic." |

[Rating: Satisfactory]

Individual item ratings for Goal 2 are presented in Table 18. The Contract Team concurs with the overall rating of Satisfactory assigned by the Interpretation Panel for this domain. The Interpretation Panel members expressed satisfaction with the performance of Grade 10 students in this domain, which is comprised largely of content based on the curriculum for Grades 8 and 9. However, the Panel felt that students did not do as well as expected on items requiring interpretation of information presented in graphic form.

**Table 18:**
**Interpretation Panel Item Ratings**
**Goal 2: The World**
**Grade 10**

| Item Rating | Number of Items |
|---|---|
| Weak | 1 |
| Marginal | 3 |
| Satisfactory | 17 |
| Very Satisfactory | 7 |
| Strong | 4 |

Overall Rating for this Domain: Satisfactory

Performance descriptors for Goal 2 (The World) are presented in Figure 29.

**Figure 29:**
**Performance Descriptors for**
**Goal 2 (The World)**
**Grade 10**

**Level 1** Percent of students in the province at this level: 14

These students know how to read map coordinates.

**Level 2** Percent of students in the province at this level: 33

In addition to the above, these students have some understanding of the concept of international relations as applied to immigration and the super powers. They have knowledge of the use of timelines and symbols in world events.

**Level 3** Percent of students in the province at this level: 33

In addition to the above, these students are developing a deepening insight into Canada's role in international affairs. They are developing an awareness of the individual's role in world history. They can apply global geography to local concerns.

**Level 4** Percent of students in the province at this level: 20

In addition to the above, these students have a clear understanding of European history, current world issues, and cultural symbolism. They have a good comprehension of global geography.

## GRADE 10 RESULTS BY COGNITIVE LEVEL

Because Knowledge (Recall) is given a relatively low emphasis in the curriculum, compared to Higher Order and Critical Thinking, there were only 15 items measuring recall of factual information in the Grade 10 achievement surveys. These fifteen items were equally divided among the three goals (Canada, The World, and the Individual's Role in Society). Because of the small number of items allocated to this domain, the items selected were designed to measure only the most basic knowledge which the

Contract Team and the Advisory Committee felt was essential for all Grade 10 students to know. Sample items from this domain are presented in Figure 30. Items R15 and S31 were also presented to Grade 7 students as items T22 and T25, and the performance of Grade 10 students was somewhat higher than that of Grade 7 students.

Despite the overall domain rating of Satisfactory, the Contract Team is concerned that student performance was less than satisfactory on some questions. For example, 11% of Grade 10 students believe that the Progressive Conservative party is not a Canadian political party. It is also interesting to note that fewer than half of B.C. students in Grade 10 know about the Magna Carta, despite having been taught about the development of democracy in Grade 8. Many members of the Interpretation Panel expressed disappointment at the level of performance of students in this domain. Their expectations as a whole were much higher than was reflected in student performance.

Summary item ratings for this domain are presented in Table 19.

**Figure 30:**
**Sample Items for**
**Knowledge**
**Grade 10**

R15. The head of the Canadian government is the

| % | | |
|---|---|---|
| 8 | A. | President. |
| 8 | B. | Premier. |
| * 82 | C. | Prime Minister. |
| 2 | D. | Mayor. |

[Rating: Satisfactory]

R26. Which document established the principles of limited monarchy in England?

| % | | |
|---|---|---|
| 29 | A. | Declaration of Independence. |
| 13 | B. | Ninety-Five Theses. |
| 12 | C. | Treaty of Verdun. |
| * 46 | D. | Magna Carta. |

[Rating: Marginal]

S31. Which one of the following is not a political party in Canada?

| % | | |
|---|---|---|
| * 77 | A. | Republican. |
| 5 | B. | Liberal. |
| 6 | C. | New Democratic. |
| 11 | D. | Progressive Conservative. |

[Rating: Very Satisfactory]

**Table 19:**
**Interpretation Panel Item Ratings**
**Knowledge**
**Grade 10**

| Item Rating | Number of Items |
|---|---|
| Weak | 0 |
| Marginal | 3 |
| Satisfactory | 9 |
| Very Satisfactory | 3 |
| Strong | 0 |

Overall Rating for this Domain: Satisfactory

Some members of the Panel expressed the opinion that there was not a sufficient number of items in the Knowledge domain to adequately judge student performance. However, the Contract Team and the Advisory Committee for the assessment were satisfied that the 15 items included in this domain adequately reflected the proportional emphasis in the curriculum guide. It is important to note that the term "knowledge" means only recall of factual information in isolation. Items in the Understanding and Application domain, as well as the Higher Order and Critical Thinking domain, also require some factual knowledge on the part of the students.

In addition, some members of the Interpretation Panel expressed the point of view that, because of the lesser emphasis given to recall items, the assessment did not reflect current practice in secondary social studies classrooms and therefore was not a valid assessment of student performance. They would have preferred to see many more recall items in the assessment instruments. However, the Contract Team, the Advisory Committee, and some members of the Interpretation Panel supported the greater emphasis on Higher Order and Critical Thinking Skills in this assessment. It should be noted that neither the Grade 4 nor Grade 7 Interpretation Panels disagreed with the balance of items in the Tables of Specifications. The Contract Team concludes that actual classroom practice in secondary schools is less consistent with the curriculum guidelines than is the practice in elementary schools. This conclusion is supported by other evidence, both from students and from the Teacher's Questionnaires, and will be discussed more fully below.

Forty-five items were included in the assessment to measure Understanding and Application; 41 of these were considered by the Interpretation Panel. Four items related to one stimulus were eliminated from consideration because of a typographical error which reduced their validity (S07 through S10). Interpretation Panel ratings for these items are summarized in Table 20. About half of the items classified in this domain presented at least some information through the use of graphics, such as charts, maps, and political cartoons.

**Table 20:**
**Interpretation Panel Item Ratings**
**Understanding and Application**
**Grade 10**

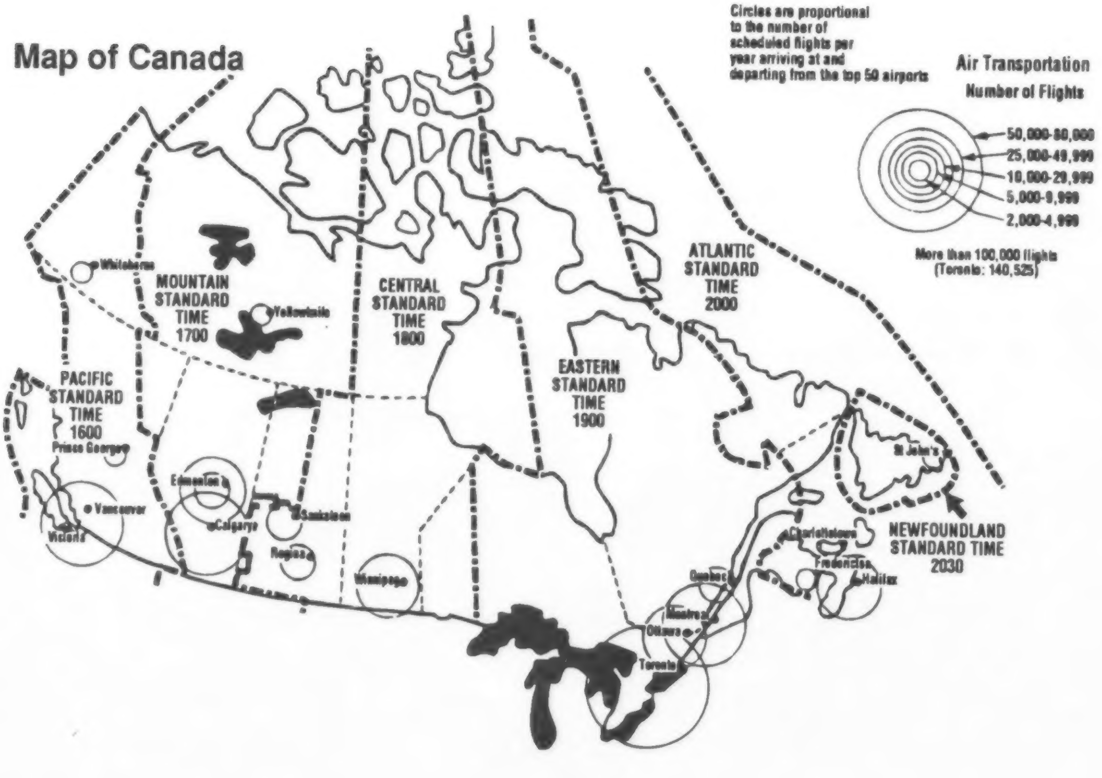
| Item Rating | Number of Items |
|---|---|
| Weak | 2 |
| Marginal | 3 |
| Satisfactory | 22 |
| Very Satisfactory | 12 |
| Strong | 2 |

Overall Rating for this Domain: Satisfactory

Sample Understanding and Application items are presented in Figure 31. Items S16 and T35 were rated by the panel as Marginal, T36 was rated as Satisfactory, and T33 as Very Satisfactory. The Contract Team concurs with the rating of Marginal for item T35; it seems reasonable to expect that a majority of students at the end of Grade 10 would know the relationship between centuries and specific years.

Overall, the Interpretation Panel rated student performance on this domain as Satisfactory.

**Figure 31:**
**Sample Items for**
**Understanding and Application**
**Grade 10**

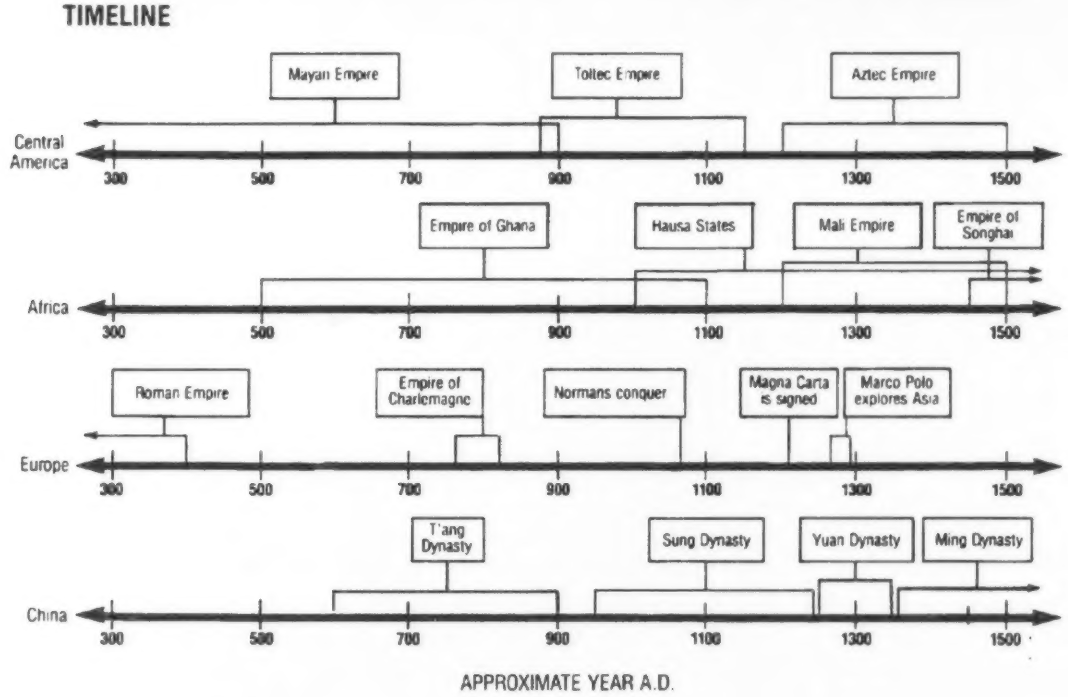

Map of Canada
Circles are proportional to the number of scheduled flights per year arriving at and departing from the top 50 airports
Air Transportation
Number of Flights
50,000-80,000
25,000-49,999
10,000-29,999
5,000-9,999
2,000-4,999
More than 100,000 flights (Toronto: 140,525)
PACIFIC STANDARD TIME 1600
MOUNTAIN STANDARD TIME 1700
CENTRAL STANDARD TIME 1800
EASTERN STANDARD TIME 1900
ATLANTIC STANDARD TIME 2000
NEWFOUNDLAND STANDARD TIME 2030
Whitehorse
Yellowknife
Prince George
Vancouver
Victoria
Edmonton
Calgary
Saskatoon
Regina
Winnipeg
Quebec
Montreal
Ottawa
Toronto
Charlottetown
Fredericton
Halifax
St John's

S16. Which city is in the Atlantic time zone?

| % | | |
|---|---|---|
| 70* | A. | Charlottetown |
| 24 | B. | St. John's |
| 3 | C. | Baie-Comeau |
| 2 | D. | Gander |

[Rating: Marginal]

**Study the timelines; then choose the BEST answer for questions 33 to 36.**



T33. Which one of the following occurred after Marco Polo explored Asia?

| % | |
|---|---|
| 6 | A. The Empire of Ghana |
| 7 | B. The Toltec Empire |
| • 77 | C. The Ming Dynasty |
| 9 | D. The Norman Conquest |

[Rating: Very Satisfactory]

T35. William the Conqueror invaded England in 1066 A.D. In which century did the invasion occur?

| % | |
|---|---|
| 12 | A. First century. |
| 24 | B. Tenth century. |
| 16 | C. Ninth century. |
| • 47 | D. Eleventh century. |

[Rating: Marginal]

T36. Which Empire lasted the longest time?

| % | | |
|---|---|---|
| 9 | A. | Aztec Empire |
| 6 | B. | Empire of Charlemagne |
| * 79 | C. | Empire of Ghana |
| 5 | D. | Sung Dynasty |

[Rating: Satisfactory]

Performance descriptors were developed for the combined Knowledge and Understanding and Application domains. These performance descriptors are presented in Figure 32.

**Figure 32:**
**Performance Descriptors for**
**Goal 2 (The World)**
**Grade 10**

| | |
|---|---|
| **Level 1** | Percent of students in the province at this level: 12<br>These students are able to recognize definitions, given clear choices. They can read graphic information and understand symbols in maps and graphs. |
| **Level 2** | Percent of students in the province at this level: 32<br>In addition to the above, these students know how to read maps and graphs to find specific information. They understand basic Canadian political terminology. They can identify the main idea in textual material. |
| **Level 3** | Percent of students in the province at this level: 35<br>In addition to the above, these students recognize and understand the relationships between cause and effect. They know how to interrelate textual and graphic information, prior knowledge, and complex choices. They demonstrate political and geographic knowledge. |
| **Level 4** | Percent of students in the province at this level: 20<br>In addition to the above, these students can interrelate extensive prior knowledge with complex textual and graphic information to discern closely related facts. They demonstrate a high level understanding of historical, geographical and political concepts, structures and processes. |

The Tables of Specifications for all three grades allocated 50% of the achievement items to Higher Order and Critical Thinking; therefore, there were 60 items at this level on the Grade 10 surveys. As in the Grade 4 and 7 surveys, the Higher Order and Critical Thinking items were clustered in groups around a stimulus. The stimuli included maps, political cartoons, graphs, primary and secondary sources, and so on.

The Interpretation Panel ratings for these items are presented in Table 21. The overall panel rating for this domain was Very Satisfactory. It should be noted, however, that the median of item ratings falls in the Satisfactory range, and it was only after considerable debate that the Interpretation Panel arrived at a consensus. During this debate, some panel members commented that students performed much better in this domain than expected. Panel members were pleased that students generally were able to work with novel content used in the stimuli, and would like to see this approach applied more widely in secondary socials classrooms. Comments were made such as: "students react positively to an issue-oriented curriculum; let's capitalize on it in our teaching", and "we have got something here that is working, let's not go back to the basics."

**Table 21:**
**Interpretation Panel Item Ratings**
**Higher Order and Critical Thinking**
**Grade 10**

| Item Rating | Number of Items |
|---|---|
| Weak | 2 |
| Marginal | 4 |
| Satisfactory | 25 |
| Very Satisfactory | 21 |
| Strong | 8 |

Overall Rating for this Domain: Very Satisfactory

Some sample items from this domain are presented in Figure 33.

**Figure 33:**
**Sample Items for**
**Higher Order and Critical Thinking**
**Grade 10**

### Democratic process

Read the scenario below; then choose the BEST answer for questions 19 to 25.

### Introduction

A valuable skill for students to learn is to develop consistent and logical opinions. An opinion is a statement that defines your feelings and values on a particular subject. A consistent argument is a series of statements that add information and support to your opinion. When two or more people disagree in their opinion on a subject, a conflict results.

### Scenario One

Hardeep: "I think it's important that government maintain order. All these protests are disturbing the peace. People tend to be too critical of the government and it is very disruptive. How can elected officials ever do their work if people are criticizing them all the time?"

Gino: "I think it's important for people to let their opinions be known. How else will government officials know what we are thinking? Protests are okay as long as they aren't violent."

S19. Which statement is true?

| % | |
|---|---|
| * 81 | A. Gino and Hardeep conflict in their views on protests. |
| 7 | B. Gino and Hardeep agree with each other. |
| 6 | C. Gino and Hardeep have the same view of democracy. |
| 6 | D. Gino and Hardeep do not have definite opinions. |

[Rating: Very Satisfactory]

S20. The value at issue in this situation is

| % | |
|---|---|
| * 58 | A. maintenance of order versus freedom of speech. |
| 10 | B. representative government versus responsible government. |
| 6 | C. dictatorship versus authoritarian rule. |
| 25 | D. government's rights versus citizen's rights. |

[Rating: Very Satisfactory]

S21. To further his argument, which additional statement could Gino make?

| % | |
|---|---|
| 6 | A. All protests waste valuable time and resources. |
| * 79 | B. Peaceful protests make a government more responsible to the people. |
| 11 | C. People should wait for an election to voice their protest. |
| 3 | D. In a democracy protests are not allowed. |

[Rating: Very Satisfactory]

Several recommendations from the Grade 10 Interpretation Panel involved the content of the secondary social studies curriculum. Some panel members would like to see greater attention given to geography; this is supported by data obtained from the Teacher Questionnaire (discussed later in this report). Some panel members would like a greater emphasis on developing skills in interpretation of graphs and other visuals. A few teachers on the panel would also favour an increase in the amount of Canadian content in the secondary curriculum. The Contract Team, however, disagrees with this recommendation, since Canadian content is embedded in eight of the eleven years of the mandatory social studies curriculum. In addition, results from the Teacher Questionnaire indicate that the majority of teachers at all three grades would prefer to see an increase in topics related to global awareness. This interest in global education is becoming increasingly widespread in jurisdictions throughout the world (see for example, Greig, Pike, and Selby, 1989).

## GRADE 10 RESULTS: FORM Q

An 8% sample of Grade 10 students completed an open-ended decision-making activity (Form Q). A complete copy of Form 10Q will be found in Appendix C.

Grade 10 students were asked to read a passage on refugees (see Figure 34 next page). In the course of answering the questions, students were asked to play the role of an assistant to the Prime Minister who has the task of recommending how Canada can help a large refugee group that has recently been left homeless.

In the questions accompanying this passage, students were asked:

- to restate the main issue (page 7, question 1)
- to summarize information from the article (question 2)
- to identify the author's point of view (question 3)
- to reframe some information from the article in chart format (question 4)
- to identify additional information needed to make an informed decision, and possible sources of this information (questions 5a and 5b)
- to determine two possible solutions to the problem, and to assess the consequences of each solution (question 5c), and
- to make a decision about the best course of action and to justify their decision with reasons (question 5d).

**Figure 34:
Reading Passage
Form Q, Grade 10**

## Refugees

**Read this excerpt from a newsletter; then answer the questions that follow.**

# WORLD REFUGEES: CANADA'S INTERNATIONAL ROLE

**By Dr. Stanley Knight**

It is estimated that there are currently more than 12 million refugees in the world. They are found on every continent and in virtually every country.

Since 1951, the United Nations High Commissioner for Refugees (UNHCR) has been responsible for the international protection of refugees and for seeking long-term solutions to their problems.

People become refugees through war, civil strife, famine or natural disasters. The UNHCR uses three major strategies with refugees: resettlement back to their country of birth if they so choose; integration into the neighbouring country to which they have fled; or resettlement in another country that has agreed to accept them.

Canada is geographically removed from the major refugee producing areas of the world and has had little impact changing world events that produce refugees. Canada's response to refugees involves three approaches:

1) **Resettlement** — Refugees are screened outside of Canada, brought to Canada (recently at government expense), given some settlement funds, language and vocational training. In 1987, approximately 20,000 refugees were settled under this program.

2) **External aid** — Funds are provided to countries primarily in areas of health, nutrition, educational and vocational training. Global concerns are most important, as are the needs of women and children who make up three quarters of the world's refugees.

3) **Human Rights advocacy** — Pressure to improve in human rights occurs mainly through diplomatic channels, or through the United Nations. Support is also given to organizations such as the Red Cross, Oxfam, and Amnesty International.

There are four main areas of the world that command Canada's attention: Central America, Africa, the Middle East and Southeast Asia.

### Central America

Various violent military campaigns in Central America have displaced 2 million people over the past 10 years. For example, 300,000 refugees from Guatemala now live in Mexico; 500,000 refugees from El Salvador now live in the United States.

Canada has taken a leading role in offering refugees a Canadian home when it has not been possible to resettle them back into their own countries. Canada has also helped settle refugees into neighbouring countries. Aid has also been given to refugees living in camps in bordering countries. At the diplomatic level Canada has offered to increase financial aid for health and education if human rights violations are decreased and democratic processes restored.

### Africa

Half the world's refugees are African, fleeing drought, war, military repression, and apartheid in South Africa. For example, close to 1.5 million refugees have fled Ethiopia to neighbouring countries such as Somalia and Sudan.

Canada has provided millions of dollars in aid. Canada has also led the war of words against human rights violations and apartheid. Few Africans have been resettled in Canada.

### Middle East

Over 2 million Palestinians have registered as refugees with the United Nations. Between one and two million people have fled Iran in the past seven years, many seeking refuge in Turkey and Pakistan, hoping for eventual settlement in a western country.

The Soviet invasion of Afghanistan in 1979 produced the world's largest single population of refugees. An estimated 3.5 million Afghan refugees now live in Pakistan and 1.5 million in Iran.

Canada provides aid to refugees in the many camps, and agricultural and medical programs for refugees living in Pakistan.

### Southeast Asia

When the Vietnam war ended in 1975 over 650,000 people left Vietnam, Laos and Cambodia. Many of these refugees escaped in boats; they were called the "Boat People." About 9,000 settled in Canada. Canada continues to contribute to the anti-piracy programs to protect Vietnamese boat people who still trickle out of Vietnam.

### Conclusion

An increasing number of refugees are arriving in Canada. The recent arrival of refugees in boats off our east coast has caused some people to demand tighter refugee laws. These people think Canada's laws are too liberal. Yet others, refugee advocates and experts on international law and world issues, have called Canada's refugee policies arbitrary and discriminatory.

The fear among people who work with refugees is that Canada will be too worried about letting in people who are not really refugees and will pass laws preventing the admission of people who desperately need help. Canada has traditionally always had a commitment to helping genuine refugees.

Despite the present debate, there is popular support for continuing Canada's external aid and human rights advocacy programs. All of Canada's refugee programs are modest, but remind us that we are all responsible for making this world a better place for all people.

---

*(Dr. Stanley Knight was President of the Vancouver Refugee Council and a member of the UNHCR Canadian Task Force at the time of writing. He is currently the Assistant Deputy Chairman of the Immigration and Refugee Board of Canada. The article is adapted from **Legal Perspectives**, April 1988).*

About 58% of Grade 10 students were able to provide an acceptable restatement of the main issue outlined in the article (question 1). For example, these students stated that "The problem is refugees" or "The main issue is refugees". About 39% provided a more elaborated statement; in addition to referring to the issue of refugees, these students also mentioned Canada's role with respect to resolving the issue, for example, "It dealt with world refugees and Canada's international role." Very few students had difficulty with this task.

About 89% of students provided an acceptable summary of one approach used by Canada to help solve the problem of world refugees (question 2). Students had more difficulty describing the author's point of view (question 3). About 51% of students provided responses rated as "adequate", and 39% were rated inadequate. Only 10% of Grade 10 students gave responses which were rated by teachers as insightful and/or well-reasoned.

The task in question 4 asked students to extract information from the article and to reformulate it into chart format. This question asked students to identify the number of refugees and one cause of the problem for four areas of the world (Central America, Africa, Middle East, and Southeast Asia). Students found it relatively easy to identify the cause of the problem in each area, but found it more difficult to identify the number of refugees, which required synthesizing information from the article. 75% of students were able to identify one or more causes for all four regions correctly, but only 6% could identify the correct number of refugees for all four regions. Only 22% were able to identify the number of refugees for three regions, and 40% for two regions.

The four components of question 5 required students to move beyond the information given in the text. In question 5a students were asked to think divergently by identifying other important pieces of information necessary to resolve the refugee issue. This question adopts a different approach in that it asks students to generate questions, rather than to provide answers. Students' responses were coded according to the number of questions generated, whether they were relevant to the article and/or to the issue of refugees, and whether the questions addressed different concerns. Examples of relevant questions include:

- "How many refugees are there?"
- "Where is aid most urgently needed?"
- "What type of aid is needed?"
- "Are they genuine refugees?"
- "Why did they become refugees?"

About 16% of students were able to generate four different and relevant questions, and another 35% generated three. Although this type of activity is unusual for secondary students, in that they are usually asked to provide answers rather than ask questions, the Contract Team is concerned that half of Grade 10 students cannot identify three or four important issues requiring additional information.

Question 5b required that students identify sources of information which would assist them in answering the questions they posed in 5a. Sources of information considered acceptable included print resources, government and non-governmental organizations concerned with refugees, and specific people. Similar sources (for example, two different magazines) were coded as a single response. Nearly one-quarter of students provided no response to this question, or were unable to cite a single acceptable source of information. Only 7% identified four acceptable sources, and 21% identified three sources. The Contract Team was also concerned about the relatively large number of students citing "the encyclopedia" as a source of information for this topic. Although this response was considered acceptable for coding purposes, more current and explicit information on refugees could be obtained from other sources. Moreover, by Grade 10, students should know about a very wide range of sources from which to obtain information.

In question 5c, students were asked to identify two viable options for dealing with refugees, and to identify one positive and one negative result of each option. The options were coded as to whether the options flowed logically from text and previous questions, and whether they were feasible. Responses were coded as zero if they were inappropriate, irrelevant, illogical, unintelligible, overtly racist, or dehumanizing to refugees. Results for this question are presented in Table 22.

**Table 22:**
**Student Performance on Form Q, Question 5c:**
**Developing Options for Refugees**
**Grade 10**

| Scale Point | | Percent of Students | |
|---|---|---|---|
| | | Option 1 | Option 2 |
| 2 | (original, logical, insightful) | 16.9 | 11.7 |
| 1 | (correct or marginally adequate, vague or incomplete) | 49.6 | 39.7 |
| 0 | (inappropriate, irrelevant, illogical, unintelligible, racist, dehumanizing) | 18.4 | 28.8 |
| N/R | no response | 14.9 | 19.7 |
| | **Total** | **99.9%** | **99.9%** |

The results in Table 22 indicate that many students have a great deal of difficulty generating two options. Where students did generate two options, the quality of the second option tended to be lower than the first.

Just as the quality of options written by secondary students was somewhat less than expected, the extrapolation of positive and negative results (question 5c) was very weak: about half of all students did not provide any satisfactory answer.

The scales for the final letter-writing activity (question 5d) are presented in Figure 35; a sample letter at each scale point is presented in Figure 36.

**Figure 35:**
**Grade 10 Scales for Letter-Writing Activity**

*Basis of the scale*

- originality; quality of argument
- sense of decision-making: logic
- recognition of consequences
- number of reasons; elaboration of reasons

Percent of students not responding: 22%

Scale point 0: Percent of students at this level: 14%
— unsupported decision, OR completely illogical, illegible or incomprehensible

Scale point 1: Percent of students at this level: 26%
- almost no decision-making process
- reasons/arguments are based on emotions, personal prejudice
- decisions not based on textual information
- illogical or flawed reasoning
- little, minimal or no elaboration

Scale point 2: Percent of students at this level: 26%
- some sense of decision-making process
- recognition of world problem
- selects conclusion without noting the consequences
- may be a flaw in reasoning
- reasons are general, not specific, not elaborated, unsupported, contradictory, poor quality of detail
- empathy for refugees, personal response
- no evidence of racism or prejudice

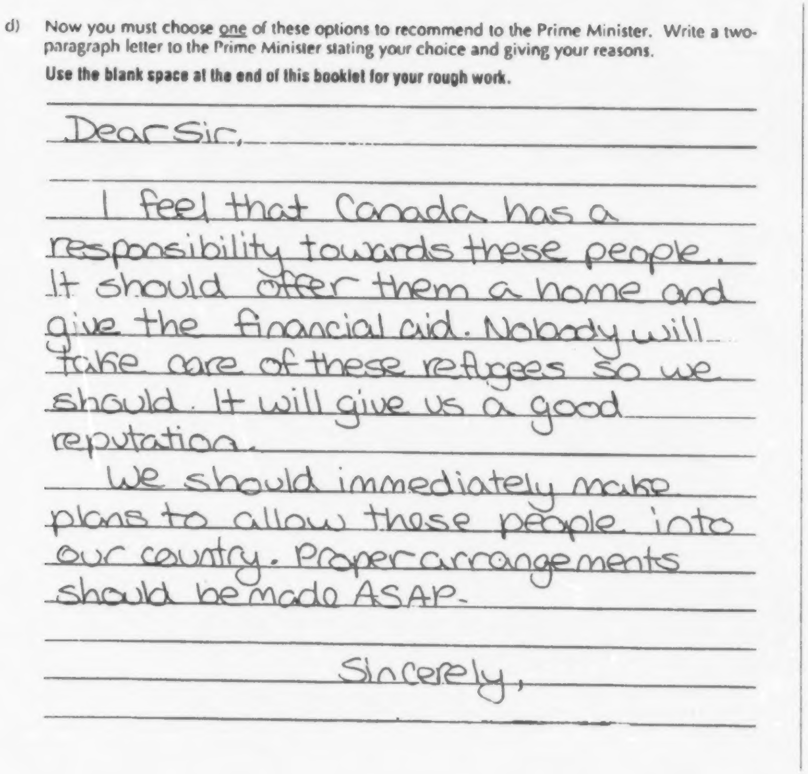
Scale point 3: Percent of students at this level: 10%
- some sense of decision-making process
- recognition of world problem
- less specific than a "4"
- may contain a strong humanitarian and/or moral appeal
- no evidence of racism or prejudice

Scale point 4: Percent of students at this level: 2%
- sense of decision-making process conveyed
- options and choices are stated
- recognition of results and consequences
- acknowledgement of positive and negative results
- reasons are elaborated, logical, rational
- argument is international in scope
- sense of Canada's international role/responsibility
- no evidence of racism or prejudice

Top of Scale Takes a position (which may be a logical compromise) and supports it with logical, thoughtful, elaborated, and structured reasoning. Goes beyond the information presented in the task. (NOTE: It is the quality of the argument rather than the number of reasons which distinguishes these papers.)

**Figure 36:**
**Grade 10, Form Q**
**Sample Letters**

Scale point 1:



d) Now you must choose one of these options to recommend to the Prime Minister. Write a two-paragraph letter to the Prime Minister stating your choice and giving your reasons.

**Use the blank space at the end of this booklet for your rough work.**

Dear Sir,

I feel that Canada has a responsibility towards these people. It should offer them a home and give the financial aid. Nobody will take care of these refugees so we should. It will give us a good reputation.

We should immediately make plans to allow these people into our country. Proper arrangements should be made ASAP.

Sincerely,

Scale point 2:

d) Now you must choose one of these options to recommend to the Prime Minister. Write a two-paragraph letter to the Prime Minister stating your choice and giving your reasons.

**Use the blank space at the end of this booklet for your rough work.**

Dear Mr. Prime Minister

I think the best way to deal with this problem is to do as we have been doing with the refugees. Find information about them before letting them come into Canada and then find homes for them with enough money to survive for a few months or until they find a job.

We are made up of refugees and to neglect anyone the chance to enter a better life would not be fair

Scale point 3:

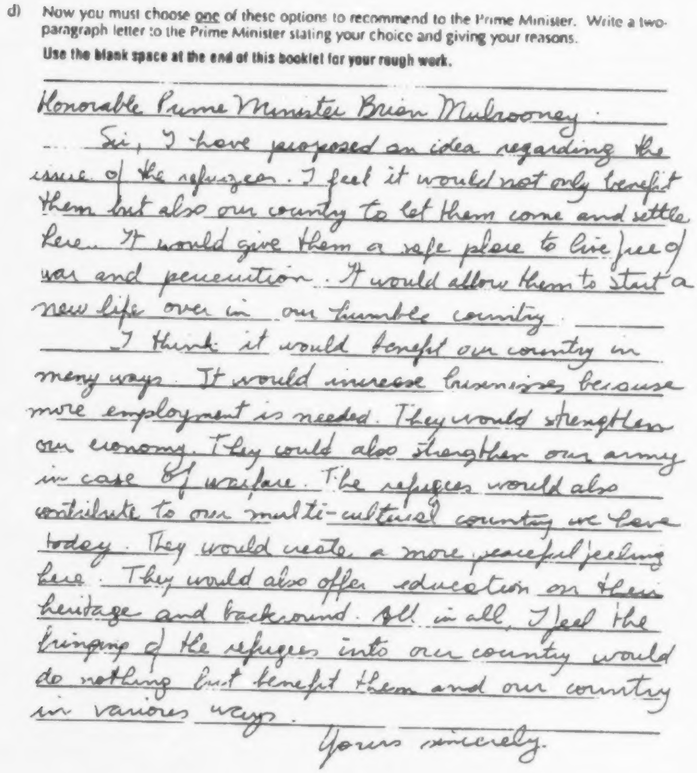
d) Maintenant vous devez choisir une de ces options. Rédigez une lettre de deux paragraphes au Premier ministre pour lui faire connaître votre choix et indiquez les raisons de ce choix.

DEAR BRIAN,

APRÈS AVOIR PRIS BEAUCOUP DE TEMPS SUR LE SUJET, J'AI TROUVÉ QU'EN CE CAS, IL SERA MIEUX D'ENVOYER L'AIDE AUX REFUGIES DANS LEUR PAYS.

LE DANGER N'EST PAS SI GRAVE QU'ON A PENSER ET VRAIMENT, M. MULRONY, LE BUDGET, QUI ÉTAIT DONNÉ UN JOUR EN AVANCE N'A PAS ASSEZ DE FONDS POUR RETABLISSER CE GROUPE DE REFUGIES. EN PRENNANT EN CONSIDERATION TOUT CETTE INFORMATION; J'ESPÈRE QUE TU SUIVERA MON PLAN ET DIRIGE 2 MILLIONS PIASTRES DANS LEUR DIRECTION GENERALE.

Scale point 4:



d) Now you must choose one of these options to recommend to the Prime Minister. Write a two-paragraph letter to the Prime Minister stating your choice and giving your reasons.

**Use the blank space at the end of this booklet for your rough work.**

Honorable Prime Minister Brian Mulrooney:

Sir, I have proposed an idea regarding the issue of the refugees. I feel it would not only benefit them but also our country to let them come and settle here. It would give them a safe place to live free of war and persecution. It would allow them to start a new life over in our humble country.

I think it would benefit our country in many ways. It would increase businesses because more employment is needed. They would strengthen our economy. They would also strengthen our army in case of warfare. The refugees would also contribute to our multi-cultural country we have today. They would create a more peaceful feeling here. They would also offer education on their heritage and background. All in all, I feel the bringing of the refugees into our country would do nothing but benefit them and our country in various ways.

Yours sincerely.

The Contract Team is concerned that 22% of Grade 10 students did not complete the letter-writing activity, and that a further 40% of letters were coded as "0" or "1". It may be that Grade 10 students did not have enough time to complete the questions, or that they perceived the task as too difficult or not very engaging. Nevertheless, compared with the responses to similar activities by students in Grades 4 and 7, the performance of Grade 10 students overall is perceived by the Contract Team as less than satisfactory. The results may also suggest that there is not very much attention given to current events or to decision-making in secondary classrooms. This hypothesis is supported by other data in the assessment, especially from results on the Teacher's Questionnaire, which will be discussed below.

There was one unintended finding in some of the Grade 10 written response booklets that raised serious issues for the Contract Team. Secondary teachers who were coding these written responses expressed alarm at the derogatory comments about immigrants and refugees made by a large number of Grade 10 students. This is of particular concern because of the critical importance of immigration in the history and formation of Canada, and the attention devoted to these issues in the social studies curriculum starting in Grade 4. Since this was an unintended finding of the assessment and these attitudes were not carefully monitored, we recommend that the Ministry undertake (or permit others to undertake) a more detailed analysis of the written responses of Grade 10 students.

## FACTORS RELATED TO ACHIEVEMENT

A series of regression analyses was carried out to determine what background characteristics were significantly related to achievement on the multiple-choice surveys. Mean achievement scores (expressed in percent) for those background characteristics that were significant predictors of achievement are presented in Table 30.

**Table 30:**
**Mean Achievement Scores**
**by Background Characteristics**

| | Mean Percent Correct | | |
|---|---|---|---|
| | **Grade 4** | **Grade 7** | **Grade 10** |
| **Total sample** | **70.3** | **73.0** | **68.0** |
| Gender | | | |
| Male | 69.3 | n.s. | n.s. |
| Female | 71.2 | | |
| Language currently used at home | | | |
| English | 70.8 | 73.5 | 68.3 |
| Other | 63.5 | 72.8 | 63.5 |
| Number of books in home | | | |
| 0 – 9 | 53.8 | 56.8 | 47.8 |
| 10 – 24 | 59.8 | 60.5 | 57.5 |
| 25 – 99 | 69.3 | 69.5 | 62.8 |
| 100 – 249 | 70.5 | 73.3 | 68.3 |
| 250 – 499 | 73.0 | 75.0 | 70.0 |
| 500 or more | 72.3 | 75.8 | 71.3 |
| Program | | | |
| Regular | 70.3 | 73.3 | 68.0 |
| Other | 65.5 | 52.5 | 66.0 |
| Currently in ESL | | | |
| No | 70.8 | 73.8 | —[4] |
| Yes | 56.5 | 59.0 | — |
| Previously in ESL | | | |
| No | 71.0 | 73.8 | — |
| Yes | 62.5 | 67.0 | |
| Currently in Learning Assistance | | | |
| No | 72.8 | 75.3 | — |
| Yes | 60.5 | 60.0 | — |
| Previously in Learning Assistance | | | |
| No | 73.5 | 76.8 | — |
| Yes | 65.0 | 66.5 | — |

Overall, students at Grade 7 found the multiple-choice assessment surveys somewhat easier than students in Grades 4 or 10; this finding reflects the perception of Grade 7 Interpretation Panel members that the Grade 7 booklets were somewhat easier than those in the other grades. Grade 10 students found the achievement surveys most difficult, with a mean of 68% correct.

In Grade 4, females outperformed males. Although this difference is statistically significant, the difference in mean scores was only 2%. By Grade 7, males and females are achieving at the same level.

As would be expected, students who currently use English at home found the achievement surveys easier than those who do not. The difference is greatest at Grade 4, at about 7%. The least difference between the two groups is noted at Grade 7; this may be accounted for by the fact that the Grade 7 survey instruments were somewhat easier than those designed for the other two grades.

The question about number of books in the home was intended as a surrogate for socioeconomic status. Research studies by the National Assessment of Educational Progress (NAEP) in the United States have demonstrated that this is the most accurate way of obtaining socioeconomic data from school students (Bryant, Glaser, Hansen and Kirsch, 1974). Students who report that there are more books in the home performed better on the achievement surveys at all three grades. Again, this phenomenon was predictable.

Those students who report that they are currently in regular programs outperforms students in other programs at all three grades. In Grades 4 and 7, students formerly in ESL or learning assistance do not perform as well as students never in those programs, but do achieve at a significantly higher level than students currently in ESL and learning assistance. All of these relationships are in the predicted direction.

## SUMMARY OF ACHIEVEMENT OF STUDENTS IN THE REGULAR PROGRAM

In general, the Interpretation Panels at all three grades expressed relative satisfaction with the achievement of B.C. students in social studies. Many of the recommendations of the Interpretation Panels related to changes in content emphases in the curriculum. For example, panels at all three grades recommended that current events receive greater attention.

All three Interpretation Panels stated their support for the critical thinking, decision-making, and problem-solving components of the curriculum, and believed that the results reflect the successful implementation of these aspects of the curriculum.

The Contract Team, however, while generally satisfied with the results of the assessment, find that these higher order activities are not, in fact, very widely used in classrooms, especially at the secondary level. At the secondary level, the majority of teachers report that they rely on strategies that are unlikely to challenge students to work at the higher levels of thinking (Goodlad, 1984; Stodolsky, 1988) (see Teaching Social Studies, below). At the elementary level, it appears that more teachers are using strategies to enhance critical thinking among their students. However, even at the elementary level, improvements are needed. For example, when addressing decision-making, elementary teachers focus on the initial and final stages of the process, while neglecting the intermediary stages.

In the eyes of Grade 10 Interpretation Panel members, Grade 10 students performed better than expected on topics involving current issues. The low level of teachers' expectations for student performance in questions and activities related to current topics would appear to reflect the emphasis on history in the delivery of the secondary social studies curriculum. It seems probable that current events, which is included as an extension activity in the curriculum guide, does not receive much attention from teachers, who already feel there is too much content in the secondary curriculum. Some secondary teachers on the Interpretation Panel expressed the opinion that students performed well in current events topics because these issues seem relevant to their lives, and that teachers should capitalize on these interests.

It is also interesting to note that the Interpretation Panels at all three grades were Very Satisfied with student performance in Higher Order and Critical Thinking. However, an alternate interpretation may be appropriate. The relative lack of teaching strategies which support the development of critical thinking, particularly at the secondary level, suggests that students are not being supported in the development of critical thinking. Had greater attention paid to critical thinking in the classroom, it would be reasonable to expect that student performance would have been better. In support of this argument, student performance was unexceptional on a number of apparently easy critical thinking items, but because teacher expectations were low, the performance on these items was rated as Very Satisfactory. (For example, see item S20, cited above.) It is possible that, had the Interpretation Panel members had higher expectations for student performance in this area, their level of satisfaction would have been lower.

Of course, teachers cannot be expected to have implemented the critical thinking components of the curriculum in the absence of support for this change in approach. Teachers at both the elementary and secondary levels recommended that greater support be provided to assist them to implement the critical thinking components of the curriculum more effectively. Teachers at Grades 4 and 7 recommended that the support come in the form of pre-service and in-service programs, while Grade 10 teachers suggested that appropriate instructional resources be provided. The Contract Team suggests that both resources and educational programs are needed to ensure effective implementation of the critical thinking emphasis in the curriculum for teachers in all grades.

The Grade 7 Panel felt that students' performance on Goal 1 (Canada) could be improved if better resource materials about Canada were available to all intermediate teachers.

Grade 10 Interpretation Panel members recommended that the curriculum be revised to include a larger geography component and more emphasis on geographic skills. While the Contract Team acknowledges that there is a greater emphasis on history than geography in the curriculum as it is currently structured, the Contract Team would like to see a greater integration of the disciplines of the social sciences (history, geography, law, and economics) in the curriculum.

Grade 10 panel members also indicated that they would like to see a more attention given to the interpretation of charts, graphs, and visuals. They expressed some disappointment with students' performance on questions relating to law and government, and on Canada in general, and suggested that greater stress be placed on these areas. The Contract Team supports these recommendations relating to law and government, provided that these topics are addressed from a critical thinking and community interaction perspective rather than as the acquisition of facts. The Contract Team believes that sufficient attention to Canada is already given in the curriculum. Student performance in this area may relate more to the way this topic is addressed by teachers in the classroom than by the lack of emphasis on the curriculum (see Teaching Social Studies.)

# SOCIAL STUDIES ACHIEVEMENT OF STUDENTS IN FRENCH PROGRAMS

## MULTIPLE-CHOICE BOOKLETS

As noted above, the 1989 Social Studies Assessment marked the first time that French immersion and programme cadre students responded to assessment items in their language of instruction. The achievement survey instruments were prepared jointly by French immersion and regular program teachers, and were parallel in both languages. Teachers of social studies in both languages also worked together on the Interpretation Panels to help interpret the results. In addition, teachers in French programs also met independently of regular program teachers for discussions about student performance. They analyzed the instruments and results in both languages, and identified commonalities and differences.

Interpretation Panel comments and domain ratings at all three grades reflect the views of teachers in both programs. Recommendations at all three grades were jointly formulated by French immersion and programme cadre teachers working with teachers in regular programs, and therefore apply to social studies in both languages of instruction.

There were differences between French program and regular program students in the mean number of achievement items answered correctly. Differences between regular program students and French immersion students tend to lessen over the years, and by Grade 10 the difference is negligible. Achievement of French immersion students was about 9% lower than for regular program students at Grade 4, 7% lower at Grade 7, and less than 1% lower at Grade 10. These differences are presented by Grade and Form in Table 23.

**Table 23:**
**Differences in Achievement**
**between Students in Regular and French Programs**

| | Regular | French |
|---|---|---|
| Grade 4 | | |
| **Form R** | 68.5 | 59.3 |
| **Form S** | 65.3 | 56.0 |
| **Form T** | 68.0 | 59.3 |
| Grade 7 | | |
| **Form R** | 71.5 | 62.3 |
| **Form S** | 70.0 | 61.8 |
| **Form T** | 70.8 | 66.0 |
| Grade 10 | | |
| **Form R** | 64.0 | 62.5 |
| **Form S** | 68.0 | 68.3 |
| **Form T** | 68.0 | 68.3 |

In interpreting and summarizing the performance of French program students, the same strengths and weaknesses were identified for French immersion and programme cadre students as for students in regular programs. Interpretation Panel ratings for students in both programs were identical for all domains at the three grades.

French immersion teachers on the panels were pleased with the overall results, especially in Grades 4 and 7, where the level of language in the prescribed texts and in the assessment materials is judged as being quite demanding. By Grade 10, regular program students and French immersion students perform at about the same level. The Interpretation Panels concluded that a second language can be acquired through the vehicle of social studies and that students' achievement in the subject does not suffer as result.

The French immersion/programme-cadre teachers who were members of the Interpretation Panels strongly and unanimously supported the concept of assessing students in their language of instruction, and recommended that this practice be continued.

However, the French program panel members expressed concerns about the translation of some of the materials. Some verbs in the achievement items, particularly in those items requiring critical thinking, were translated into subjunctive and conditional tenses. For this reason, the items may have been more difficult in French, especially for younger children.

The mandate for the Contract Team was to develop French forms that were parallel to the English versions. However, French immersion/programme-cadre members of the Interpretation Panels felt some items were significantly changed by the translation process. They undertook an item-by-item analysis comparing English and French items; the results of this analysis are outlined in Table 24.

**Table 24:**
**Difficulties in Translation**
**(Percent of Items)**

| | Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| Difficulties in language and vocabulary | 3.3 | 7.5 | 6.6 |
| Inconsistencies, rendering French and English questions different | 5.0 | 1.6 | 5.8 |

French immersion and programme-cadre panel members also felt that some of the stimuli presented to students were too long for students working in their second language, particularly at Grade 4, and for late immersion students in Grade 7. Immersion students at these levels rarely are required to read material silently and individually without the opportunity to verify and discuss meaning. French immersion panel members commented that, for Grade 7 late immersion students, who entered immersion only at Grade 6, the level of language used in the instruments may have been too demanding. To make the assessment process a more accurate reflection of classroom practice, scenarios and other stimuli could have been presented orally by the teacher. However, this would render comparisons between the regular and French programs impossible.

In summary, although the Interpretation Panel members commended the attempt to provide immersion and programme-cadre students with instruments in their language of instruction, they felt that problems of language and readability of the achievement items affected the results, particularly at Grades 4 and 7. Despite these perceived difficulties, however, French program Interpretation Panel members rated student achievement in all domains the same as achievement of students in the regular program.

### WRITTEN RESPONSE BOOKLETS

The Interpretation Panel members expressed the opinion that the written response activities were also more difficult for French program students than for regular program students. The level of language required to read the scenarios and the questions parallels the difficulty experienced by students in the French language multiple-choice forms. For students completing Form Q, this difficulty was compounded by the necessity for students to express their answers in writing.

Despite these difficulties, the Contract Team notes that a very high proportion of French program students completed all of the written response activities by writing a letter. About 86% of Grade 4 French program students wrote a letter, compared with 93% of regular program students. At Grade 7, virtually all French students completed the final activity, and the proportion completing was higher than for regular program students: 97% compared with 93%. The generalizations of the Interpretation Panel are most supported by the Grade 10 findings. At this level, 62% of French program students wrote a letter, compared with 78% of regular program students.

For Grade 4 students who wrote the written response booklet in French, performance was similar, but slightly less strong, than the performance of students in regular (English) programs. Like their regular program counterparts, Grade 4 students in French programs showed some weakness in predicting consequences of two alternatives in the decision-making process.

As for regular program students, Grade 7 French immersion students found the activity somewhat easier than Grade 4 students, and Grade 7 students out-performed regular program students on the quality of letter they wrote. Fifty percent of the letters written by French program students, compared with 37% of those written by regular program students, were rated in the two highest categories (see Figure 12, above).

Of Grade 10 French program students who completed the letter, the quality of the letter was rated on average somewhat higher than that of regular program students. French coding team members also suggested that there were far fewer examples of derogatory comments about refugees and immigrants in the writing samples of French program students compared with their counterparts in regular programs. Because these data were not collected in a scientific manner by either French or regular program coding team members, this remains an issue for further analysis.

### SUMMARY OF ACHIEVEMENT OF FRENCH PROGRAM STUDENTS

The Contract Team believes the results, both on the multiple-choice and the written response activities, reflect a satisfactory level of performance for French program students, most of whom are working in their second language.

French immersion panel members expressed concern about the availability of classroom resources in French, both textbooks and Teacher's Guides. They also reinforced the need for in-service in social studies strategies, particularly in critical thinking, as these strategies apply within the context of second-language acquisition (see also Lewis, 1990).

Some members of the Interpretation Panel believed that the paper-and-pencil nature of the assessment does not accurately reflect the teaching process, particularly for French program students, and would like to see more qualitative, observational data collected, as a complement to the forms of data collection more traditionally used in provincial assessments.

### THE MARUYAMA ATTITUDE SCALE (FORM Q)

Comparisons between 1977 and 1989 results on the Maruyama Attitude Scale should be viewed with caution, since participants in the 1977 assessment were in Grades 8 and 12, while in 1989 students in Grades 7 and 10 took part. In addition, the Contract Team modified the wording of most items in order to improve their readability.

As in 1977, the Contract Team assumes that mutualistic responses indicate a more satisfactory outcome of the social studies program than individualistic or hierarchical responses. People with a mutualistic perspective believe that diversity is desirable, that harmony in diversity is possible, and that decisions should be reached cooperatively within the community.

It appears that the 1989 students hold slightly more mutualistic views than 1977 students. These findings are summarized in Table 25. Only those items on which direct comparisons can be drawn between the 1977 and 1989 data are presented in Table 25.

**Table 25:**
**Results on Maruyama Attitude Scale**
**(Percent of Mutualistic Responses)**

| Item Number | | Grade | | | |
|---|---|---|---|---|---|
| 1989 | 1977 | 7<br>(89) | 8<br>(77) | 10<br>(89) | 12<br>(77) |
| **Diversity in Canadian Society** | | | | | |
| 1 | 1.1 | 53.1 | 44.3 | 63.2 | 56.7 |
| 2 | 1.2 | 64.2 | 53.7 | 73.2 | 71.2 |
| 3 | 1.3 | 82.6 | 62.2 | 84.3 | 78.8 |
| 4 | 1.4 | 47.8 | 42.6 | 58.5 | 43.6 |
| Mean | | 61.9 | 50.7 | 69.8 | 62.6 |
| **Cooperation**[3] | | | | | |
| 5 | 2.2 | 20.0 | 20.5 | 10.5 | 12.8 |
| 6 | 2.1 | 66.7 | 61.9 | 54.1 | 68.6 |
| 7 | 2.4 | 87.1 | 70.6 | 90.0 | 86.0 |
| Mean | | 57.9 | 51.0 | 51.5 | 55.8 |
| **Views about the Future** | | | | | |
| 9 | 3.2 | 61.2 | 49.0 | 59.3 | 47.0 |
| 10 | 3.5 | 29.1 | 36.0 | 21.7 | 23.9 |
| Mean | | 45.2 | 42.5 | 40.5 | 35.5 |
| **Grand Mean** | | **55.0** | **48.1** | **53.8** | **51.3** |

As can be seen in the table, 1989 students hold more mutualistic views about diversity in Canadian society, socialization and the future, than 1977 students. In particular, 1989 students appear to hold more favourable attitudes about diversity in Canadian society.

However, while views about cooperation are somewhat more positive in Grade 7 than they were in Grade 8, it is notable that they become less positive by Grade 10. It is possible that if teachers were to use cooperative grouping strategies to a greater extent at Grade 10, Grade 10 students would have more favourable attitudes in this regard.

### LEARNING SOCIAL STUDIES (FORM R)

The B.C. Social Studies curriculum guides identify a number of outcomes that should be addressed through a variety of instructional strategies. For example, students should be able to "gather facts from field studies and interviews" and learn "group discussion skills". In order to assess students' opinions about these strategies, a number of questions were presented to all students completing Form R. This section was entitled Learning Social Studies. In these questions, students were asked to rate six selected strategies in three different ways according to the following instructions:

A. Tell how important you think it is.
B. Tell how easy it is for you.
C. Tell how much you enjoy it.

The six strategies students rated in this way were:

- working in small groups
- doing worksheets
- taking part in games, drama or role-play
- doing a research project using the library
- going on a field trip, and
- using the textbook.

The results across the three grades were remarkably similar, with students consistently rating the same strategies in similar ways. Results are presented in Table 26. On the importance scale, 1 - not at all important and 5 - very important; on the "easy" scale, 1 - very easy and 5 - very difficult; and on the enjoyment scale, 1 - not at all enjoyable and 5 - very enjoyable.

**Table 26:**
**Learning Social Studies**
**Means (and Standard Deviations)**

| Grade 4 | Importance | Easy | Enjoyable |
|---|---|---|---|
| Working in small groups | 3.8 (0.9) | 2.2 (0.9) | 4.0 (0.9) |
| Doing worksheets | 4.1 (0.9) | 2.4 (1.0) | 3.5 (1.1) |
| Games, drama or role-play | 3.7 (1.1) | 2.3 (1.1) | 4.2 (0.9) |
| Library research projects | 4.2 (0.8) | 2.8 (1.1) | 3.7 (1.0) |
| Field trips | 4.1 (0.9) | 1.6 (0.8) | 4.7 (0.7) |
| Using the textbook | 4.3 (0.8) | 2.2 (1.0) | 3.5 (1.1) |

**Grade 7**

| | Importance | Easy | Enjoyable |
|---|---|---|---|
| Working in small groups | 3.7 (0.8) | 2.2 (0.8) | 4.0 (0.8) |
| Doing worksheets | 3.7 (0.9) | 2.5 (0.9) | 2.8 (1.0) |
| Games, drama or role-play | 3.6 (1.1) | 2.3 (1.0) | 4.1 (1.0) |
| Library research projects | 4.3 (0.8) | 2.8 (1.0) | 3.4 (1.0) |
| Field trips | 4.0 (0.9) | 1.6 (0.8) | 4.6 (0.7) |
| Using the textbook | 4.2 (0.8) | 2.5 (0.9) | 3.0 (1.0) |

**Grade 10**

| | Importance | Easy | Enjoyable |
|---|---|---|---|
| Working in small groups | 3.7 (0.9) | 2.2 (0.8) | 3.9 (0.8) |
| Doing worksheets | 3.6 (0.9) | 2.5 (0.9) | 2.7 (1.0) |
| Games, drama or role-play | 3.3 (1.2) | 2.4 (1.0) | 3.8 (1.1) |
| Library research projects | 4.1 (0.8) | 2.9 (1.0) | 3.2 (1.1) |
| Field trips | 4.0 (1.0) | 1.6 (0.8) | 4.5 (0.7) |
| Using the textbook | 4.1 (0.9) | 2.6 (1.0) | 2.7 (1.0) |

Students in all three grades perceive using their textbook and doing research projects as the two most important activities. On the other hand, students believe that group work, games, drama and role-play are the least important classroom activities. Students rate field trips as the easiest activity, and research projects as the most difficult.

Students at all three grades rated worksheets as the least enjoyable activity, and older students dislike them even more than younger ones. Younger students like role-play, drama and games, but this decreases, particularly at Grade 10. Using their textbook was rated as a relatively unenjoyable activity by all students, and especially by students in Grades 7 and 10. This decline in interest across the three grades may be due to the content of the prescribed textbooks at each level. In addition, the nature and quality of the Teacher's Guides for the Grade 4 textbooks may enable teachers to use these textbooks in more interesting and creative ways.

It is interesting to note that students do not equate difficulty with lack of enjoyment; for example, students do not find textbooks enjoyable even though they find them easy. This finding is in keeping with current research; for example, Stodolsky (1988), in an observational study of social studies classrooms, found that students were more highly involved in learning when presented with challenging activities requiring higher mental processes.

Students in all three grades see research projects as difficult but important. This could stem from teachers not adequately preparing students to carry out library-based or field research.

## RIGHTS (FORM R)

Respect for the rights of others is a key attitudinal dimension of the social studies curriculum. In order to measure whether these attitudinal goals are being met, the "Rights" scale was developed, and was presented to students completing Form R in all three grades. Students were asked to decide whether people in each of seven groups should have more, the same, or fewer rights than other people.

As expected, this was a slightly more difficult activity for students in Grade 4 than for students in Grades 7 and 10. The non-response rate at Grade 4 was between 9% and 10% for each item, compared with about 7% at Grade 7 and 3% at Grade 10. However, consistencies in the relationships between response patterns across grades suggest that most Grade 4 students understood the activity.

The Rights scale was designed with the assumption that all people should be treated equally, and that preferential treatment for any one group implies discrimination against other groups. Therefore, we considered preferential and discriminatory responses as equivalent in our analysis. The ideal score on this scale, then, is zero, meaning that students believe that all seven groups should have the same rights. A score of seven indicates that a student believes that all seven groups should have "more..." or "fewer rights than everyone else". The results of this analysis are presented in Table 27.

**Table 27:**
**Students' Attitudes towards Equal Rights**

| Category | Percent of Students<br>Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| 0 | 13 | 21 | 26 |
| 1 | 19 | 26 | 27 |
| 2 | 21 | 24 | 24 |
| 3 | 22 | 17 | 15 |
| 4 | 15 | 8 | 6 |
| 5 | 8 | 3 | 2 |
| 6 | 2 | 1 | 0 |
| 7 | 0 | 0 | 0 |
| Total | 100 | 100 | 100 |

The table clearly shows that students in upper grades are more likely to believe that all people should have equal rights. The data suggest that the greatest growth occurs between Grades 4 and 7.

Further analyses were undertaken to analyze student responses by individual item. The items focused on seven groups: lawyers, people who have been in prison, people who belong to unions, people on welfare, children and teenagers, immigrants, and people with handicaps. Students in all three grades said that people who had been in prison should have the fewest rights. Fully half of all students who participated in the assessment believe that former prisoners should have fewer rights than everyone else. There was a slight improvement in the attitudes demonstrated by students at higher grades. At Grade 4, 57% of students would restrict the rights of former prisoners, compared with 53% at Grade 7, and 47% at Grade 10.

Compared with the slightly more positive attitudes towards rights for former prisoners evident in older students, attitudes towards immigrants become less positive. In Grade 4, 15% of students believe that immigrants should have fewer rights; this grows to 18% in Grade 7. By Grade 10, 26% of students believe that immigrants should have fewer rights than everyone else. Although it is beyond our mandate to analyse these data in terms of regional differences, in order to develop effective programs to promote greater racial and ethnic tolerance it would be critical for the Ministry of Education to examine the data in this light. For example, it would be invaluable to compare differences in attitudes between students in those school districts which have programs to combat intolerance of racial and ethnic groups, and those that do not.

Somewhat surprisingly, many young people believe that children and teenagers should have fewer rights than other people. About 19% of students in Grades 4 and 7 say that children and teenagers should have fewer rights, compared with about 16% of Grade 10s.

On the other hand, 27% of students in Grade 4 and 25% of students in Grade 7 think people with handicaps should have more rights than everyone else. Grade 10 is slightly lower, at 21%. The Contract Team finds it difficult to be critical of students on this issue, even though students ideally would believe that all people should have the same rights. This finding may indicate paternalism towards people with disabilities, and may be a cause for concern. Self-advocacy groups of people with disabilities usually lobby for equal access and treatment.

It is interesting to note that, while belief in equal rights generally increases as students move through the grades, acceptance of the equal rights of immigrants actually decreases. We find this to be of concern, especially in light of written comments made about immigrants and refugees by Grade 10 students in the written response booklet. Teachers who were coding letters written by Grade 10 students were alarmed by the substantial proportion of students who wrote comments that teachers considered to be offensive or derogatory.

### COMMUNITY ATTITUDES (FORM S)

The Community Attitudes scale was comprised of twenty items, ten to measure tolerance, and ten to measure attitudes towards participation in society. Means and standard deviations for the individual items in this scale are presented in Table 28. In this table, 1 - strongly disagree, and 5 - strongly agree. It should be noted that the seven items in bold text are negatively worded, and therefore smaller means indicate more positive responses. For positively worded items, larger means are more positive.

**Table 28:**
**Community Attitudes: Tolerance and Participation**
**Mean (and Standard Deviation)**

| | | Tolerance | |
|---|---|---|---|
| | Gr 4 | Gr 7 | Gr 10 |
| I am interested in other peoples' ideas. | 3.7 (0.8) | 3.9 (0.7) | 4.0 (0.7) |
| Canada is a more interesting country because there are people from many different countries here. | 3.8 (1.0) | 3.6 (1.1) | 3.6 (1.1) |
| Other people have the right to an opinion that is different from mine. | 4.3 (0.9) | 4.6 (0.7) | 4.6 (0.8) |
| The law should treat everyone the same. | 4.0 (1.1) | 4.1 (1.2) | 4.1 (1.2) |
| It does not matter what country people are from; if they are qualified for a job, they should get it. | 4.3 (1.0) | 4.4 (0.9) | 4.2 (1.0) |
| All people should have the right to hold political office. | 3.3 (1.0) | 3.5 (1.1) | 3.5 (1.1) |
| Everyone in Canada should learn to speak English. | 2.9 (1.2) | 3.4 (1.2) | 3.9 (1.1) |
| **When people disagree, someone must be wrong.** | 1.4 (1.2) | 2.7 (1.2) | 2.3 (1.1) |
| **People should not have to look after each other; they should look after themselves.** | 2.0 (1.1) | 1.9 (1.0) | 2.1 (1.1) |
| **A person who moves to Canada from another country should give up his/her own culture.** | 2.0 (1.0) | 1.8 (1.0) | 2.2 (1.2) |

| | **Participation** | | |
|---|---|---|---|
| People should say what they think if they do not like what's happening. | 4.2 (0.9) | 4.4 (0.8) | 4.4 (0.8) |
| It is important to make new students feel welcome. | 4.7 (0.6) | 4.6 (0.7) | 4.4 (0.7) |
| Every child and adult in Canada should play a part in keeping the environment clean. | 4.4 (0.8) | 4.5 (0.7) | 4.5 (0.7) |
| I enjoy reading the newspaper. | 3.3 (1.2) | 3.5 (1.0) | 3.7 (0.9) |
| I wish I could vote in government elections. | 3.7 (1.2) | 3.6 (1.2) | 3.5 (1.1) |
| People should try to change a law they do not like. | 2.8 (1.3) | 2.9 (1.2) | 3.3 (1.2) |
| **Children and teenagers can not do anything to help their community.** | 1.8 (1.0) | 1.5 (0.8) | 1.5 (0.9) |
| **So many people vote in an election that it would not matter whether I voted or not.** | 2.7 (1.1) | 2.1 (1.1) | 2.0 (1.0) |
| **People should avoid problems rather than trying to solve them.** | 2.3 (1.2) | 1.9 (1.1) | 1.8 (1.0) |
| **Canada should not send food or money to poorer countries.** | 1.4 (0.9) | 1.5 (0.9) | 1.9 (1.1) |

Overall, the Contract Team was relatively satisfied with the attitudes demonstrated by B.C. students on these items. Even Grade 4 students showed relatively positive attitudes on both tolerance and participation, and there was relatively little change across grades. However, there were noticeable differences between males and females at all three grades. Female students in each instance showed more positive attitudes, both in terms of tolerance and participation. Males, on the other hand, showed somewhat less positive attitudes, and were much more varied in their responses.

On the participation subscale, students in all three grades believe that "it is important to make new students feel welcome", and that everyone "should play a part in keeping the environment clean". However, there is an interesting inconsistency in students' attitudes about the law. On the one hand, students at all three grades think that "people should say what they think if they do not like what's happening". Despite this, a great number of students disagree that "People should try to change a law they do not like". This could be interpreted as meaning that students do not understand the role of law in society, or that people have a part in changing old laws and developing new ones. It also suggests an unwillingness to translate beliefs into action. We recognize that students who participated in the assessment do not have the full rights and responsibilities of adults. However, these results raise a concern about how well students are actually prepared for citizenship. While the curriculum guide advocates "a stronger emphasis on teaching students to apply the knowledge they have gained to the real world", students do not see the need to translate their beliefs into action.

Students at all three grades showed particularly positive attitudes on three items designed to measure tolerance:

> Other people have the right to an opinion that's different from mine.
>
> It does not matter what country people are from; if they are qualified for a job, they should get it.
>
> The law should treat everyone the same.

At Grades 4 and 7, the least positive attitudes were noted on the items:

> When people disagree, someone must be wrong.

This item was designed to measure whether students can appreciate that there are multiple points of view on any issue. The results indicate that, while students in the elementary grades show the least tolerance on this item, there is significant and noticeable growth as students proceed through the grades.

Somewhat negative attitudes were noted in all three grades in response to the item:

> Everyone in Canada should learn to speak English.

In writing this item, the Contract Team had hoped that students would recognize the multicultural and bilingual nature of Canadian society. However, in the context of the relatively positive results on the other items in these subscales, the results should be interpreted with caution. One possible interpretation would be that children in Western Canada are not particularly sensitive to the bilingual nature of Canada. Similarly, the wording of the item does not necessarily suggest that people must give up their mother tongue.

### CITIZENSHIP ACTIVITY (FORM T)

Results for these questions are summarized in Table 29. Higher numbers indicate higher frequencies of involvement in each type of activity: 1 - almost never, 2 - about once or twice a month, 3 - about once a week, and 4 - several times a week.

**Table 29:**
**Citizenship Activities (Mean)**

| Some people think it is important to discuss what is going on in **government and politics**. Other people prefer not to talk about such things. | Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| How often do you talk about what is going on in government and politics **with your friends?** | 1.4 | 1.5 | 1.8 |
| How often do you talk about what is going on in government and politics **with your parents?** | 1.8 | 2.1 | 2.2 |
| How often do you talk about what is going on in government and politics **with your teacher and other students in class?** | 1.8 | 2.2 | 2.6 |

| Some people think it is important to discuss what is going on **in other countries**. Some people are more interested in their own country. | Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| How often do you talk about what is going on in other countries **with your friends?** | 1.9 | 2.0 | 2.1 |
| How often do you talk about what is going on in other countries **with your parents?** | 2.2 | 2.4 | 2.4 |
| How often do you talk about what is going on in other countries with **your teacher and other students in class?** | 2.2 | 2.4 | 2.4 |

Some people think it is important to understand each person's responsibility to help make Canada and the world a better place. For example, this might mean talking about whether you can make a difference in issues like pollution or world peace.

| | Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| How often do you talk with your friends about this type of responsibility? | 1.9 | 1.8 | 1.9 |
| How often do you talk with your parents about this type of responsibility? | 2.3 | 2.2 | 2.0 |
| How often do you talk with your teacher and other students in class about this type of responsibility? | 2.1 | 2.2 | 2.1 |

Some people do things to make their community and Canada a better place. Examples of these things are:

- — helping a brother or sister, or a neighbour
- — visiting somebody who's sick
- — writing a letter to the editor
- — raising money for a good cause
- — collecting litter in your neighbourhood.

| | Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| How often do you and your friends get involved in these kinds of activities? | 2.3 | 2.1 | 2.0 |
| How often do you and your parents get involved in these kinds of activities? | 2.2 | 2.1 | 1.9 |
| How often do you, with your teacher and other students, get involved in these kinds of activities? | 2.0 | 1.8 | 1.4 |

Students report higher levels of participation in discussions of political and international issues as they progress through the grades. This trend holds true for discussions with friends, parents, and in the classroom. This may reflect the impact of the increasing attention given to politics, Canadian government, and current events in the upper grades.

Despite the increasing amount of participation in discussions about politics and international issues, there is no change in the amount of discussion of "each person's responsibility to help make Canada and the world a better place" as students move from elementary to secondary school. More disturbing is the finding that there are slight but noticeable decreases in the degree of participation reported in activities directed towards community improvement as students progress through school. Some decrease was noted in how often students participate with parents and friends in these types of activities, but the largest decrease was reported in how often these activities are undertaken with the teacher and fellow students.

These results suggest that there is actually less attention given to community-oriented activities at the secondary level, despite what would appear to be a greater emphasis in the secondary curriculum guide. Although field studies are explicitly mentioned in the secondary guide, they are placed at the end of the content section, and they are grouped with extension activities, which the teacher may consider optional. In addition, time-tabling constraints make it more difficult to organize community involvement at the secondary level. Finally, the content of the secondary curriculum, which stresses history, may be less conducive to community application. Despite these obstacles, the Contract Team recommends that greater attention be given to this aspect of the curriculum if social studies is to play a key role in the education of young people for active citizenship.

### WHO TEACHES SOCIAL STUDIES?

Teachers of social studies bring a great deal of experience to the subject. On average, elementary teachers have taught social studies for 11 years, and secondary teachers for 12 years. While these teachers have no doubt gained a great deal of experience by actually delivering the program in classrooms, 30% to 45% of teachers report that they have not attended any in-service program related to the new social studies curriculum. The majority of teachers report that they would be willing to attend in-service, particularly in new areas like problem-solving, decision-making, and use of computers in social studies.

In the absence of such in-service, teachers must rely on their own classroom experience, and the limited university courses they have taken in the past. The average elementary teacher has completed one university level course in each of history, geography, sociology, and social studies methods. The average Grade 10 teacher has completed two university courses in both history and geography, and one course in each of sociology, political science, economics, and social studies methods.

More detailed analysis of the responses shows, in most cases, a consistent and direct relationship between the grade level of social studies teachers and the number of methods courses in their background preparation: that is, the higher the grade level taught, the greater the proportion of teachers with two or more courses in their background preparation. So, for example, in the case of methods preparation 54% of grade 1 teachers, have one course, 41% of grade 7 teachers have two courses or more and this percentage rises to 53% for grade 10 teachers. Broadly similar patterns exist with respect to background courses in history and geography – the staple preparation courses for social studies teachers. A similar though less pronounced pattern occurs in economics, political science and area studies, though in these the overall proportion of teachers with background courses is lower; and in the case of law – a pervasively present feature of the social studies curriculum – the proportions of teachers with background course work is woefully low.

Interestingly, the pattern differs for sociology/anthropology where the proportion of teachers at the various grade levels with courses in these areas is more broadly similar – doubtless, especially at the grade 4 and 7 levels, a reflection of curricular priorities.

Generally, responding teachers assess these courses in their background as 'somewhat adequate' - a grudging judgment, perhaps, suggesting the need for systematic improvement in the provision, design, and delivery of such courses. It is the judgment of the Contract Team that, given the salience of social studies in the public school curriculum, the extent of academic background and methods preparation is inadequate to the task of effective instruction.

Nor are teachers deriving the benefit of belonging to professional associations in social studies. Only 4% of Grade 4 teachers and 11% of Grade 7 teachers belong to the provincial social studies teachers association. Only 37% of secondary social studies teachers belong, even though the association focuses primarily on this level. Most social studies teachers, then, are deprived of the benefits of professional journals, conferences and other professional development activities that could enhance instruction.

Given the importance of social studies in the education of the youth of B. C. this seems to be an area of important policy need and merits serious attention both by the Provincial Specialists' Association and the Ministry of Education.

## CURRICULUM GUIDES/RESOURCE MANUALS

The goals, objectives, and content of the social studies curriculum for Grade 1 to 11 are expressed in two curriculum guides, one for elementary and one for secondary. The elementary guide is accompanied by a primary and an intermediate resource manual. There is no resource manual for the secondary level.

Although the curriculum guides are intended to provide direction to teachers as to what to teach, teachers report that they refer to the guide only twice a year on average.

Responses show that while the vast majority of teachers at all grade levels report finding the guide to be useful in communicating the goals and objectives of the social studies program, their actual use of the guide is quite sparse – 70% of grade 4 teachers refer to the guide at the beginning of the year or at most twice a year; the corresponding percentages are 60% for grade 7 and 63% for grade 10. The percentages of teachers using the guides more frequently (every month or every week) rises modestly with grade level from 28% in grade 4 to 36% in grade 10. Nevertheless, their relative use is still quite sparse; while this may be a consequence of familiarity with the guide, this sparse use is a matter of concern – it means that the actual curriculum taught may be more driven by textbook organization than the curriculum guide.

Three-quarters of primary and intermediate teachers who know about the resource manuals find them somewhat useful in their teaching. However, one-quarter of Grade 4 teachers and one-fifth of Grade 7 teachers are not aware of the resource manuals or have not seen them. Since the resource manuals were prepared to assist teachers, it is surprising that there has not been more effective distribution of these materials.

A further problem is the lack of integration of the elementary and secondary curriculum guides. Despite the fact that the curriculum is intended to be integrated and cumulative from Grade 1 to 11, 80% of Grade 4 teachers, 58% of Grade 7 teachers, and 52% of Grade 10 teachers are "not familiar enough with the other guide to have an opinion" about the coordination between the elementary and secondary programs. There may be some diffusion of responsibility in this regard; perhaps teachers assume that if they follow the guide for their level, their students will be prepared for what is to follow. However, it is not a desirable situation that three out of five Grade 7 teachers, for example, do not really know how well they are preparing their students for secondary social studies.

The Contract Team also notes that the curriculum guides for elementary and secondary social studies are structured differently. The secondary guide describes the content of the curriculum in great detail, and in the way it is organized, de-emphasizes the skills and processes of learning compared with the elementary guide. This is a further impediment to the effective implementation of classroom strategies that foster critical thinking at the secondary level. Secondary teachers feel compelled to convey a highly detailed body of content, and therefore define satisfactory student outcomes in terms of knowledge of details, at the expense of the development of critical thinking. No doubt this problem is exacerbated by the existence of district-wide and provincial examinations that stress content to the exclusion of process.

## CURRICULUM CONTENT

The current B.C. social studies curriculum guides were designed to integrate skills, content, and attitudes.

Teachers were asked to indicate how much emphasis they believe is given to a number of skills in the current B.C. curriculum guides, and how much emphasis should be given to these skills. Problem-solving, decision-making, critical thinking, and inquiry are stressed throughout the grades. (With the new Year 2000 programs, this stress will be extended well beyond social studies (Ministry of Education, 1989).) Over 80% of Grade 4 and 7 teachers think that these cognitive processes are adequately addressed in the current guides. This drops by 25% at the secondary level, where 55% of Grade 10 teachers believe these areas are adequately addressed in the secondary curriculum guide. Over 80% of teachers in all three grades, however, believe that the stress on higher order thinking is important.

Teachers were also asked to indicate which content areas they believe are important in the current social studies curriculum, and which areas need greater emphasis. Responses were remarkably similar across all three grades. Global awareness, environmental studies, and current events are the three major content areas that teachers believe should be given more prominence in the curriculum. In addition, many Grade 7 teachers believe that greater attention should be given to Canadian studies. Many Grade 10 teachers want more emphasis on geography and less on history. When the curriculum is revised, new content areas should not simply be added to existing content. Overall, teachers at all three grades expressed the belief that there is already too much content to cover in the social studies curriculum, that the scope is too broad for the amount of time allocated for the course. This perspective is supported by a recent position paper of the National Commission on Social Studies in the Schools (The Commission, 1989; Jenness, 1990) which argues for "carefully articulated in-depth studies" rather than "redundant superficial studies".

**Attitudinal** development is stressed in Goal 4 of the curriculum guide and is embedded in the scope and sequence for each grade. Teachers were asked to indicate the current and ideal importance of attitude development, community participation, and citizenship in the social studies curriculum. Results for this series of questions are presented in Table 31.

**Table 31:**
**Teachers' Ratings of the Importance of Affective Outcomes**

| | Percent of Teachers Responding "Very Important" | | |
|---|---|---|---|
| | attitude development | community participation | citizenship |
| **Grade 4** | | | |
| current importance | 78 | 36 | 60 |
| ideal importance | 91 | 53 | 70 |
| **Grade 7** | | | |
| current importance | 75 | 23 | 53 |
| ideal importance | 91 | 43 | 74 |
| **Grade 10** | | | |
| current importance | 42 | 17 | 41 |
| ideal importance | 66 | 33 | 59 |

As in the content and skills areas, teachers in Grades 4 and 7 hold similar views, while Grade 10 teachers are less firmly committed to ensuring that these attitudes are conveyed as part of the curriculum. Again, it is reasonable to hypothesize that secondary teachers view development of attitudes as less important than learning content. There are some similarities, however, among the three grades. Many teachers in all three grades believe that attitude development, community participation, and citizenship should receive greater attention in the curriculum than at present. Of the three areas in question, attitude development is considered to be the most important, with citizenship second, and community participation third.

In light of the results on the Tolerance scale, the Rights scale, the unsolicited derogatory comments about immigrants and refugees on the written response booklets, and the results on the Citizenship Activity scale, the Contract Team believes that there should be an increased emphasis on attitude development as part of the social studies curriculum, particularly at the secondary level.

## TEACHING STRATEGIES

Teachers were asked a number of questions about the methods they use to teach social studies. The five most common strategies used in the three grades are presented in Table 32.

**Table 32:**
**Most Prevalent Teaching Strategies**

| | Percent of teachers | | |
|---|---|---|---|
| | Grade 4 | Grade 7 | Grade 10 |
| Full class discussion | 86% | 85% | 74% |
| Using the textbook | 77 | 79 | 76 |
| Worksheets | 45 | —[5] | 54 |
| Small group discussion | 63 | 61 | — |
| Library research | 55 | 68 | — |
| Film or video | 54 | 49 | 56 |
| Lecture | — | — | 45 |

Teachers at Grades 4 and 7 report using very similar teaching methods. More than four out of five teachers use full class discussion as their most common approach. This is followed by using the textbook, small group work, library research, and films and videos. Teachers report that they rarely use more innovative strategies, such as simulation, role-play, field studies or computer programs.

Similarly, the most commonly used classroom strategies in Grade 10 encourage passivity on the part of secondary students. Teachers most often rely on the textbook as the basis for classroom activity. This is followed by full class discussion, films and videos, work sheets, and lectures. These activities are teacher directed and dominated. It is difficult to imagine how critical thinking can be cultivated in this environment.

Teachers were asked to rate how much students learn from the teaching methods they employ. Teachers report that they believe the methods they are currently using are the most effective. To determine the accuracy of this belief, we correlated students' achievement results with their reports of how often their teachers use each of these classroom strategies. At all three grades, it was found that use of worksheets and copying notes from the board are significantly related to achievement — but in a negative direction. This indicates that the more often students work on worksheets and copy notes from the board, the lower their level of achievement. On the other hand, students who reported that their teachers talk about topics in social studies, and that they are encouraged to explain their ideas through discussion, performed at higher levels on the achievement surveys.

Since teachers currently believe that the methods they are using are the most effective, in-service for teachers should include recent research findings (e.g., Dreeben and Barr, 1988; Goodlad, 1984) which indicate that other teaching methods appear to be more conducive to learning. Stodolsky (1988), for example, found that higher order thinking occurs more often when students are working in groups. Stodolsky writes:

> If complexity and challenge go hand in hand, children can expect the least challenge when under teacher direction..., variety and middle level challenges when working on their own..., and the highest levels of cognitive challenge when working with one another in social studies (p. 82).

Current research in education shows that children's learning is maximized if they are challenged intellectually. Critical thinking could be enhanced if teachers were supported in their efforts to use more innovative and challenging classroom strategies.

Grade 4 teachers place greater value on more innovative methods, although they do not use them extensively. In addition to the methods they already use, Grade 4 teachers believe that children also learn from role-play, simulations and games, field studies, and guest speakers. Teachers in Grade 4 need additional in-service support to encourage their use of these more innovative methods.

Teachers were asked to indicate how often they integrate social studies with other curriculum areas, as well as how easy they find integration. Grade 4 and 7 teachers report that they integrate social studies somewhat more often than Grade 10 teachers. Elementary teachers state that they find it easier to integrate social studies with other curriculum areas than do secondary teachers. The problems of integrating social studies with other disciplines at the secondary level are no doubt exacerbated by the organization of secondary schools. If successful integration is going to occur, as mandated by the Year 2000 report, these structural issues will need to be addressed.

Teachers were asked, in an open-ended question, to outline the problems they face in attempting to integrate social studies with other curriculum areas. Teachers at all three grades indicated three major problems they must overcome when trying to integrate:

1. lack of time (preparation time, and time to communicate with colleagues)
2. lack of knowledge, and
3. administrative difficulties (for example, problems with timetabling, rotating blocks).

For curriculum integration to be successful, teachers must be provided with the time and resources to plan and implement. Teachers can establish effective links among disciplines if given the opportunity to communicate and collaborate with one another. The Ministry of Education and school districts could foster this collaboration through establishing and encouraging peer coaching programs for teachers.

Teachers were also asked, in an open-ended question, to describe the classroom strategies they use to foster critical thinking. The four most commonly cited strategies at all three grades were:

1. small group/full class discussion
2. asking questions, using Bloom's Taxonomy, or other questioning techniques
3. individual written projects (for example, essays, reports on library research), and
4. problem-solving and decision-making activities.

Like the other strategies teachers report, the first three of these methods represent a narrow range of classroom activities. Some teachers reported using strategies that involve students as agents in their own learning, such as simulations and role-play, or whole language techniques.

While the Contract Team is concerned about these findings, they do reflect the general state of classroom practices in other jurisdictions (see, for example, Goodlad 1984). Because these practices are so ingrained in social studies classrooms, a concerted effort is required to encourage and assist teachers to move in a new direction.

## STUDENTS' PERCEPTIONS OF CLASSROOM STRATEGIES

Students were asked to describe the activities they engage in during their social studies classes. Students were asked to rate how often each one of a number of strategies was used in their classroom. Results for these questions are presented in Table x. In this table, 4 - usually, 3 - often, 2 - sometimes and 1 - never.

**Table 33:**
**Students' Attitudes about Classroom Strategies**
**Means (and Standard Deviations)**

| | Grade 4 | | Grade 7 | | Grade 10 | |
|---|---|---|---|---|---|---|
| Working in small groups | 2.1 | (0.8) | 2.2 | (0.8) | 2.1 | (0.8) |
| Receiving encouragement to express ideas | 3.0 | (0.9) | 3.1 | (0.9) | 3.0 | (0.9) |
| Watching a film, video or slide show | 2.1 | (0.7) | 2.2 | (0.7) | 2.3 | (0.7) |
| Doing worksheets | 2.6 | (1.0) | 2.5 | (0.9) | 2.7 | (0.9) |
| Seeking information outside the school | 1.6 | (0.7) | 1.5 | (0.8) | 1.4 | (0.7) |
| Copying notes from the board | 2.3 | (1.0) | 2.5 | (1.0) | 2.7 | (1.0) |
| Participating in games, drama or role-play | 1.7 | (0.8) | 1.5 | (0.7) | 1.5 | (0.7) |
| Having ideas and suggestions accepted | 2.5 | (0.9) | 2.3 | (0.9) | 2.1 | (0.8) |
| Doing a library research project | 2.1 | (0.9) | 2.6 | (0.9) | 2.1 | (0.8) |
| Going on a field trip | 1.7 | (0.7) | 1.3 | (0.6) | 1.2 | (0.5) |
| Having a guest speaker | 1.5 | (0.6) | 1.3 | (0.5) | 1.3 | (0.5) |
| Listening to the teacher talk | 3.1 | (0.9) | 3.3 | (0.8) | 3.4 | (0.8) |
| Using the textbook (Grade 10 only) | | | | | 3.4 | (0.8) |

Results on this series of questions confirm the reports from teachers themselves, and indicate that traditional teaching strategies predominate in social studies classrooms. These methods include listening to the teacher, using the textbook, copying notes from the board, and being encouraged to express ideas during discussions. More innovative strategies, such as field investigations, games, role-plays and simulations, and group work are used least often. These trends are particularly pronounced at the secondary level. Students report that the frequency of copying notes and listening to the teacher talk increase across the grades, while field studies and small group work decrease.

## STUDENTS' PERCEPTIONS OF THE GOALS OF SOCIAL STUDIES

As part of the Student Background questionnaire, students were asked the following question: "Here is a list of reasons for studying social studies. Which reason do you believe is most important?". Results for this question are presented in Table 34.

**Table 34:**
**Students' Perceived Reasons for Studying Social Studies**

| | percent of students | | |
|---|---|---|---|
| | Grade 4 | Grade 7 | Grade 10 |
| To learn more about myself. | 2.7 | 2.2 | 1.8 |
| To prepare for [the next] Grade. | 22.1 | 13.4 | 18.9 |
| To learn how to make our society better. | 11.6 | 10.2 | 13.8 |
| To learn about history and geography. | 46.6 | 62.3 | 50.4 |
| To learn how to solve problems and make better decisions. | 16.6 | 11.3 | 14.7 |
| No response | 0.5 | 0.7 | 0.4 |

Students in all three grades answered this question in a remarkably consistent manner. From the perspective of students, the most important reason for studying social studies is to learn about history and geography. The least important reason is to learn more about themselves.

These responses are interesting in light of the emphases of the current social studies curriculum, which stresses an interdisciplinary social science approach rather than relying on the traditions of history and geography. The curriculum also gives weight to the processes of problem solving and decision making, and to citizen participation in society. Therefore, it would be reasonable to expect students to respond in approximately equal numbers to the last three goals: to make our society better; to learn about history and geography; and to learn how to solve problems and make better decisions. The relatively low level of response to the statements about societal improvement and problem solving may reflect the lack of emphasis given to these goals in social studies classrooms.

## TEXTBOOKS

In Grade 4, teachers have a choice between two textbook series, one published by Douglas and McIntyre (The Explorers and The Haida and the Inuit), the other by Prentice-Hall (Native People and Explorers of Canada). Overall, Grade 4 teachers were relatively satisfied with both of these series, although the Douglas and McIntyre series was rated more favourably than the Prentice-Hall series. Grade 4 teachers want more information about resources and evaluation strategies in the Teachers' Guides for both series; the Prentice-Hall guide was viewed as particularly weak in this area.

At Grade 7, the prescribed textbook is Other Places, Other Times; at Grade 10, the prescribed textbook is Our Land: Building the West (both published by Canada Publishing). Overall, teachers in Grades 7 and 10 were not enthusiastic about these prescribed textbooks for their grades. The student textbooks, however, were rated slightly higher than the accompanying Teacher's Guides. While teachers at both Grades 7 and 10 believe that there is a fairly good match between the textbooks and the curriculum, the quality of the maps and questions need improvement. Grade 10 teachers (and to a slightly lesser extent, Grade 7 teachers) want more information about resources, as well as instructional and evaluation strategies in the Teachers' Guide.

## EVALUATION

Teachers were asked to indicate the importance they place on a number of methods for evaluating student achievement in social studies. Results are presented in Table 35; in this Table, 2 - very important, 1 - important and 0 - not important.

### Table 35:
### Mean Teacher Ratings of the Importance of Evaluation Strategies

| | Grade 4 | Grade 7 | Grade 10 |
|---|---|---|---|
| Anecdotal records | 1.6 | 1.5 | 1.3 |
| Individual research projects | 1.6 | 1.7 | 1.6 |
| Group projects | 1.5 | 1.5 | 1.1 |
| Oral presentations | 1.5 | 1.5 | 1.2 |
| Teacher-made tests | 1.4 | 1.6 | 1.8 |
| Student-teacher conferences | 1.4 | 1.3 | 1.0 |
| Student self-evaluation | 1.1 | 1.1 | 0.7 |
| Peer evaluation | 0.8 | 0.9 | 0.6 |
| Standardized tests | 0.5 | 0.6 | 0.7 |

At Grade 4, various strategies are used, including individual research projects, anecdotal records, group projects, and oral presentations. This represents a wide range of evaluation strategies. The only additional strategies that might be used more effectively by Grade 4 teachers are self-evaluation and peer evaluation.

Grade 7 teachers report that they use almost the same evaluation strategies as those used by Grade 4 teachers. There is still a range of strategies used, but Grade 7 teachers place more emphasis on teacher-made tests and less emphasis on student-teacher conferences and anecdotal records.

At Grade 10, teachers rely on a narrower range of evaluation strategies. Teacher-made tests and individual research projects are the major source of information for determining students' grades. As students progress through the grades, they experience a real decline in the frequency of teacher-student conferences, group projects, and oral presentations.

Teachers were asked in an open-ended question to indicate the methods they use to evaluate critical thinking. The most common response was the use of informal evaluation methods, that is, their own professional judgement based on impressions acquired during full class or small group discussions. A second way that teachers evaluate critical thinking is through students' written work, including reports, examinations, and research projects. Teachers in higher grades increasingly rely on students' written work for evaluation. The Contract Team concludes that in-service programs on critical thinking should include information about alternate ways of evaluating critical thinking.

# CONCLUSIONS AND RECOMMENDATIONS

The findings of the 1989 Social Studies Assessment lead us to conclude that many teachers would welcome some shifts in content emphasis within the curriculum, for example, increased attention to global awareness, current events, and environmental studies at all grades. Substantive revision to the content of the curriculum is not called for at this time. Other changes, however, are necessary to enhance the implementation of the curriculum; in particular, the curriculum guides need extensive clarification, and content needs to be integrated with skills and attitudes. Rather than focusing energy on redeveloping the curriculum, energy needs to be devoted to the effective implementation of the curriculum in every school district in the province.

The Contract Team is particularly concerned about two areas needing more effective implementation: first, the critical thinking aspects of the curriculum, especially at the secondary level, and second, attitude development. If these are to remain integral components of the curriculum, then teachers must be provided with the necessary support to implement them. This support should include extensive in-service activities, provision of appropriate classroom materials and release time to facilitate collaboration among teachers at the local school level. These recommendations are especially critical in light of the Ministry's planned Year 2000 curriculum.

As originally conceived, social studies was designed as the pivotal discipline for citizenship education. This sense of mission is embodied in the curriculum. What remains to be accomplished is to narrow the gap between the curriculum and classroom practice.

## RECOMMENDATIONS

Based on the findings of the assessment, and on the comments and recommendations made by the Interpretation Panels, the Contract Team makes the following recommendations:

### 1. CLASSROOM PRACTICE

In order to establish greater congruence between the formal and informal curriculum, classroom practice should incorporate teaching strategies that model curriculum content, such as cooperative learning and democratic decision-making.

Students should be involved in activities which deal directly with the attitudinal components of the social studies curriculum. It is particularly important that tolerance be addressed at the secondary level.

Students should be provided with many more opportunities to participate in school and community projects that allow them to learn from the community, and then to apply the knowledge they learn to the real world.

### 2. CRITICAL THINKING

The new social studies curriculum guide should clearly articulate what is meant by critical thinking, and its relative importance within the curriculum. Furthermore, the new curriculum guide should clearly distinguish the meanings and associated skills of critical thinking, decision-making, and problem-solving.

Strategies for addressing critical thinking in the classroom should be included in a revised curriculum guide for social studies, to provide teachers with models for implementing these approaches in their classrooms.

A provincial committee should be established to investigate structural and organizational impediments in secondary schools that inhibit the effective implementation of critical thinking approaches, and to make recommendations for change. This need is particularly urgent in the context of the impending curriculum reorganization in the province.

### 3. CURRICULUM CONTENT

There should be a greater integration of the various disciplines of social studies (particularly history, geography, law, and economics).

There should be a reduction in the amount of content to be covered at the secondary level, in favour of greater stress on the development of higher-level cognitive processes and attitudes. The content that is addressed should be treated in depth, rather than treating many topics superficially.

Current events should be included as a core element of the curriculum, rather than as an extension or optional activity.

Global awareness should receive greater attention at all grades.

There should be increased emphasis on environmental issues at all levels.

Racial and ethnic tolerance should be specifically addressed in the formal curriculum.

Activities that involve students in interaction in the community should be among the repertoire of teachers' strategies for meeting the goals of the curriculum.

### 4. CURRICULUM GUIDELINES AND RESOURCES

A new curriculum guide for social studies should be developed.

In the new curriculum guide, material previously separated into the curriculum guides and resource manuals should be combined to provide one comprehensive and logical document to assist teachers understand the practical application of the ideas outlined in the Guide.

The new curriculum guide should encompass all Grades, 1 through 11, rather than be divided into separate elementary and secondary guides, to provide teachers at all levels with an understanding of the intent, continuity, and strategies of the entire program.

The new curriculum guide should clearly integrate skills, attitudes, and content in each grade, and there should be a greater balance among these three areas.

Textbooks need improving – particularly at the secondary level, and other teacher and classroom resurces need to be provided, especially in French.

### 5. IMPLEMENTATION AND IN-SERVICE

Implementation of the social studies curriculum should become a priority. A committee should be struck to develop a long-term province-wide plan for implementing the social studies curriculum.

Teachers need in-service education about strategies for enhancing critical thinking and inquiry learning in their classrooms.

Teachers need in-service education about effective ways to address the attitudinal dimensions of the social studies curriculum.

Teachers need in-service education about alternate methods of evaluating student progress.

A concerted effort must be made to ensure that more innovative classroom strategies are employed by social studies teachers at all grades. This task requires the involvement of every level of the educational system: classroom teachers, school district staff, the B.C. Teachers' Federation and the B.C. Social Studies Teachers Association, faculties of education, the B.C. School Trustees Association and the Ministry of Education.

The Ministry of Education and school districts should promote the multicultural, attitudinal, and participatory dimensions of the social studies curriculum.

The British Columbia Social Studies Teachers Association should make a concerted effort to attract new members from elementary and secondary teachers, and to redirect its activities to encompass the needs of elementary teachers.

### 6. TEACHER EDUCATION AND CERTIFICATION

Greater emphasis should be placed on the preparation of elementary teachers to teach social studies.

The Ministry of Education should provide financial support to assist in the development of methods courses that integrate the disciplines comprising social studies.

Since the social studies curriculum is intended to be interdisciplinary, requirements for certification at both the elementary and secondary levels should be expanded beyond history or geography to include other relevant disciplines, for example, political science, economics, law, and sociology.

A program of continuing education should be designed that enhances teachers' knowledge and skills in social studies pedagogy, and increases their familiarity with current social studies research.

## FOOTNOTES

1. Previous assessments typically report between 90% and 95% participation rates for Grade 4. It is assumed that the difference for this assessment is due to underestimation in the enrolment figures.

2. Previous assessments typically report between 90% and 95% participation rates for Grade 7. It is assumed that the difference for this assessment is due to underestimation in the enrolment figures.

3. In 1977, this category was called "Socialization in Canadian Society"; it is intended to measure views abut group life and cooperation among people.

4. This question was not asked on the Grade 10 forms.

5. Not in the top five preferred activities of teachers at this grade.

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# APPENDIX A: CONTRIBUTORS TO THE 1989 SOCIAL STUDIES ASSESSMENT

## Advisory Committee

| | |
|---|---|
| Peter Arnet | Ministry of Education |
| Larry Burroughs | SD 85, Vancouver Island North |
| Mike Cranny | Ministry of Education |
| Dr. Charles Curtis | University of British Columbia |
| Bonnie Field | SD 37, Delta |
| Brent Harrington | SD 61, Greater Victoria |
| Jim Hesketh | SD 72, Campbell River |
| Carol Johnston | SD 34, Abbotsford |
| Rick Jones | Ministry of Education |
| Dr. Michael Kozlow | Ministry of Education |
| Brenda Krutow | SD 41, Burnaby |
| Stephen Long | Ministry of Education |
| Sean McKierahan | SD 41, Burnaby |
| Ross Norrington | Ministry of Education |
| Jack Pope | SD 46, Sunshine Coast |
| Dr. Adel Safty | University of British Columbia |
| Françoise Taylor | SD 39, Vancouver |
| Dr. Paul Thomas | University of Victoria |
| Franca Zumpano | SD 41, Burnaby |

## Item Development Teams

### *Primary/Grade 4*

| | |
|---|---|
| Bonnie Skobel, Chair | SD 36, Surrey |
| Vonnie Hutchingson | SD 52, Prince Rupert |
| Doug Ibbott | SD 41, Burnaby |
| Gail Pack | SD 36, Surrey |
| Catherine Piteux | SD 44, North Vancouver |

### *Intermediate/Grade 7*

| | |
|---|---|
| Arlene Racicot, Chair | SD 38, Richmond |
| Julie Davis | SD 63, Saanich |
| Grant McIntosh | SD 40, New Westminster |
| Marilyn Merler | SD 24, Kamloops |
| Steve Rogers | SD 43, Coquitlam |

### *Junior Secondary/Grade 10*

| | |
|---|---|
| Derek Grant, Chair | SD 39, Vancouver |
| George Clulow | SD 35, Langley |
| Moira Ekdahl | SD 39, Vancouver |
| Marielle Haack | SD 36, Surrey |
| Carolyn Marcotte | SD 35, Langley |
| Garvin Moles | SD 57, Prince George |

## Review Panels

### *Primary/Grade 4 (Prince Rupert)*

| | |
|---|---|
| Larry Burroughs, Chair | SD 85, Vancouver Island North |
| Ron Burger | SD 54, Bulkley Valley |
| Christine Eide | SD 88, Terrace |
| Christine Foster | SD 88, Terrace |
| Ray Gaudet | SD 50, Queen Charlotte |
| Eric Hagedorn | SD 52, Prince Rupert |
| Jan Hagedorn | SD 52, Prince Rupert |
| Peter Lock | SD 47, Powell River |
| Joan Palmar | SD 72, Campbell River |
| Mike Schemmerling | SD 88, Terrace |
| Linda Town | SD 88, Terrace |
| Jose Vidal | SD 88, Terrace |

### *Primary/Grade 4 (Richmond)*

| | |
|---|---|
| Franca Zumpano, Chair | SD 41, Burnaby |
| Anne Burden | SD 23, Central Okanagan |
| Sharell Carney | SD 22, Vernon |
| Trudy Cole | SD 37, Delta |
| Anne Derek | SD 39, Vancouver |
| Dave Finley | SD 33, Chilliwack |
| Marion Glass | SD 38, Richmond |
| Wendy Hennan | SD 41, Burnaby |
| Wendy Lynwood | SD 36, Surrey |
| Louise McDonald | SD 43, Coquitlam |
| Parmjit Parmar | SD 32, Hope |
| Pat Petley | SD 24, Kamloops |
| Ramila Schmidt | SD 37, Delta |
| Cathy Sutherland | SD 36, Surrey |

### *Intermediate/Grade 7 (Prince George)*

| | |
|---|---|
| Sean McKierahan, Chair | SD 41, Burnaby |
| Bruce Anderson | SD 56, Nechako |
| Carrie Bagshaw | SD 59, Peace River South |
| Jan Bradley | SD 55, Burns Lake |
| Ken Davies | SD 59, Peace River South |
| Terry Lindsay | SD 27, Cariboo-Chilcotin |
| Val Schouwenburg | SD 57, Prince George |
| Georges Sauve | SD 57, Prince George |
| Gerry Sheanh | SD 57, Prince George |
| Merle Volway | SD 56, Nechako |
| Mel Winthrop | SD 28, Quesnel |

### *Intermediate/Grade 7 (Richmond)*

| | |
|---|---|
| Carol Johnston, Chair | SD 34, Abbotsford |
| Elizabeth Allen | SD 39, Vancouver |
| Jack Ethier | SD 34, Abbotsford |
| Bob Goldsmith | SD 24, Kamloops |
| Susan Hargraves | SD 41, Burnaby |
| Brian Harms | SD 23, Central Okanagan |
| Jim Inglis | SD 22, Vernon |

| | |
|---|---|
| Francis Lorenz | SD 38, Richmond |
| Tom Maye | SD 35, Langley |
| Sandy Oldfield | SD 38, Richmond |
| Jean-Guy Rousseau | SD 36, Surrey |
| Jane Sellers | SD 37, Delta |
| Doug Thomson | SD 37, Delta |

### *Secondary/Grade 10 (Nanaimo)*

| | |
|---|---|
| Jack Pope, Chair | SD 46, Sunshine Coast |
| François Brassard | SD 61, Greater Victoria |
| John Callas | SD 64, Gulf Islands |
| Delbert Doll | SD 71, Courtenay |
| Sally Hanson | SD 63, Saanich |
| Donal Hornett | SD 68, Nanaimo |
| Doug Lemmon | SD 84, Vancouver Island West |
| Dave McIntosh | SD 70, Alberni |
| Ross Norrington | SD 62, Sooke |
| Ruth O'Hara | SD 69, Qualicum |
| Deborah Smith | SD 63, Saanich |

### *Secondary/Grade 10 (Richmond)*

| | |
|---|---|
| Brenda Krutow, Chair | SD 41, Burnaby |
| Ron Bergeron | SD 3, Kimberley |
| Elizabeth Brown | SD 39, Vancouver |
| Clint Fox | SD 46, Sunshine Coast |
| Greg Fraser | SD 22, Vernon |
| Terrie Kanshal | SD 36, Surrey |
| Bruce Langford | SD 75, Mission |
| Glen Leslie | SD 23, Central Okanagan |
| Joel Morassutti | SD 43, Coquitlam |
| Usha Sikka | SD 24, Kamloops |
| Stan Walker | SD 18, Golden |

## Coding Panels

### *Primary/Grade 4*

| | |
|---|---|
| Dennis Richards, Facilitator | SD 44, North Vancouver |
| Bonnie Skobel, Facilitator | SD 36, Surrey |
| Heather Brewis | SD 18, Golden |
| Val Charison | SD 23, Central Okanagan |
| Trudy Cole | SD 37, Delta |
| Joyce Davies | SD 48, Howe Sound |
| Amato Fantillo | SD 66, Lake Cowichan |
| Bonnie Field | SD 37, Delta |
| Chris Guernsey | SD 37, Delta |
| Cheryl Hamson | SD 56, Nechako |
| Donna Kingston | SD 36, Surrey |
| Janet Madhok | SD 56, Nechako |
| Parmjit Parmar | SD 32, Hope |
| Shirley Root | SD 27, Cariboo-Chilcotin |
| Sylvia Scott | SD 61, Greater Victoria |
| Elaine Sturgeon | SD 15, Penticton |
| Pamela Thomas | SD 38, Richmond |

### *Intermediate/Grade 7*

| | |
|---|---|
| Tom Brunker, Facilitator | SD 44, North Vancouver |
| Bob Gilmour, Facilitator | SD 37, Delta |
| Douglas Amundrud | SD 23, Central Okanagan |
| Gerry Anderson | SD 77, Summerland |
| Leslie Beck | SD 61, Greater Victoria |
| Robert Bruncker | SD 15, Penticton |
| Robert Cook | SD 68, Nanaimo |
| Judy Devereaux | SD 43, Coquitlam |
| Katalin Duval | SD 35, Langley |
| Graham Fishlock | SD 37, Delta |
| Carol Johnston | SD 34, Abbotsford |
| Lori Houlton | SD 18, Golden |
| Eric Keddie | SD 37, Delta |
| Ian Kent | SD 48, Howe Sound |
| Freda O'Sullivan | SD 62, Sooke |
| Patricia Ormiston | SD 39, Vancouver |
| Len Reimer | SD 39, Vancouver |
| Douglas Skinner | SD 61, Greater Victoria |
| Carl Stymiest | SD 44, North Vancouver |
| Brian White | SD 59, Peace River South |

### *Secondary/Grade 10*

| | |
|---|---|
| Gary Taylor, Facilitator | SD 33, Chilliwack |
| Jane Turner, Facilitator | SD 41, Burnaby |
| Norman Booth | SD 57, Prince George |
| Cameron Cascon | SD 65, Cowichan |
| Frank Emery | SD 4, Windermere |
| Greg Fraser | SD 22, Vernon |
| Alan Gustafson | SD 68, Nanaimo |
| Robin Hethy | SD 46, Sunshine Coast |
| Anthony Jackson | SD 40, New Westminster |
| Peter Lawless | SD 89, Shuswap |
| Tom Lewis | SD 65, Cowichan |
| Rod McDonald | SD 56, Nechako |
| Marjorie Moore | SD 48, Howe Sound |
| Frank Mung | SD 80, Kitimat |
| Ted Renquist | SD 57, Prince George |
| Phil Rexin | SD 24, Kamloops |
| Harold Robinson | SD 66, Lake Cowichan |
| James Short | SD 28, Quesnel |
| Usha Sikka | SD 24, Kamloops |
| Wally Swarchuk | SD 23, Central Okanagan |

### *Primary/Grade 4/French*

| | |
|---|---|
| Maria Brown, Facilitator | SD 61, Greater Victoria |
| Claudette Angers | SD 39, Vancouver |
| Antoinette De Wit | SD 42, Maple Ridge |
| Daniel Demers | SD 43, Coquitlam |

### *Intermediate/Grade 7/French*

| | |
|---|---|
| Ramila Schmidt, Facilitator | SD 38, Richmond |
| Edèle Bonnaig | SD 61, Greater Victoria |
| Jody Legentil | SD 35, Langley |
| Connie Simpson | SD 61, Greater Victoria |

### *Secondary/Grade 10/French*

| | |
|---|---|
| Philippe Legentil, Facilitator | SD 35, Langley |
| François Brassard | SD 61, Greater Victoria |
| Jean-Guy Gelinas | SD 38, Richmond |

## Interpretation Panels

### *Primary/Grade 4*

| | |
|---|---|
| Bonnie Skobel, Chair | SD 36, Surrey |
| Cynthia Lewis, Chair (French) | SD 44, North Vancouver |
| Peter Amet | Ministry of Education |
| Rosemary Bolster, Trustee | SD 35, Langley |
| Joanne Couch | SD 62, Sooke |
| Brian Francescini | SD 75, Mission |
| Vicki Green, BCTF | SD 21, Armstrong-Spallumcheen |
| Lyse Guay | SD 44, North Vancouver |
| Eva Harvey | SD 24, Kamloops |
| Brent Harrington | SD 61, Greater Victoria |
| Graham Hunter | Ministry of Education |
| Doug Ibbott | SD 41, Burnaby |
| Pat Kula Parent | SD 10, Arrow Lakes |
| Vaughan Lewis | Ministry of Education |
| Stephen Long | Ministry of Education |
| Alan MacLeod | SD 19, Revelstoke |
| Jeanette Mergens | SD 23, Central Okanagan |
| Joan Palmer | SD 72, Campbell River |
| Barbara Terry, Trustee | SD 61, Greater Victoria |
| Susan Vlismas | SD 43, Coquitlam |
| Carole Whyte | SD 85, Vancouver Island North |
| Josie Wilson | SD 30, South Cariboo |
| Berenice Wood | Ministry of Education |

### *Intermediate/Grade 7*

| | |
|---|---|
| Franca Zumpano, Chair | SD 41, Burnaby |
| Elizabeth Allen | SD 39, Vancouver |
| Gerry Anderson | SD 77, Summerland |
| Gordon Benson | SD 72, Campbell River |
| Edéle Bonnaig | SD 61, Greater Victoria |
| Nancy Brennan | SD 44, North Vancouver |
| Anne Cottrell | SD 38, Richmond |
| Tina Cresswell, Trustee | SD 12, Grand Forks |
| Julie Davis | SD 63, Saanich |
| Graham Fishlock | SD 37, Delta |
| Kathleen Gregory | Ministry of Education |
| Debbie Hartley | SD 57, Prince George |
| Carolyn Isles, Parent | SD 68, Nanaimo |
| Jody Legentil | SD 35, Langley |
| Linda Moir, BCSTA | SD 35, Langley |
| Robert Peacock | SD 88, Terrace |
| Peter Roberts | SD 55, Burns Lake |
| Joe Ranallo | SD 11, Trail |
| Ramila Schmidt | SD 38, Richmond |

### *Secondary/Grade 10 (Richmond)*

| | |
|---|---|
| Jack Pope, Chair | SD 46, Sunshine Coast |
| Brian Allison | SD 62, Sooke |
| Alex Bolin | SD 60, Peace River North |
| Elia Boyd | SD 37, Delta |
| François Brassard, BCTF | SD 61, Greater Victoria |
| Shawn Cardinall, BCSTA | SD 46, Sunshine Coast |
| Mike Daniels | SD 42, Maple Ridge |
| Dennis Derg | SD 47, Powell River |
| Derek Grant | SD 39, Vancouver |
| Marielle Haack | SD 36, Surrey |
| Helen Kier, Trustee | SD 29, Lilooet |
| Tom Lewis | SD 65, Cowichan |
| Sean McKierahan | SD 41, Burnaby |
| Suzanne Poulin | SD 38, Richmond |
| Barry Rolston | SD 61, Greater Victoria |
| Jeffery Samin | SD 1, Fernie |
| Rob Sandhu, BCTF | SD 39, Vancouver |
| Paul Thomas | University of Victoria |
| Dale Townsend | SD 89, Shuswap |

### *Secondary/Grade 10 (Burnaby)*

| | |
|---|---|
| Brian Allison | SD 62, Sooke |
| Camille Bélanger | SD 68, Nanaimo |
| Moira Eckdahl | SD 39, Vancouver |
| Anthony Jackson | SD 40, New Westminster |
| David Jordan | SD 37, Delta |
| Paul Kolada | SD 62, Sooke |
| Robert Kolpin | SD 36, Surrey |
| Tom Lewis | SD 65, Cowichan |
| George Major | SD 33, Chilliwack |
| Marjorie Reimer | SD 48, Howe Sound |
| Harold Robinson | SD 66, Lake Cowichan |

## Domain Characteristics

### *Primary/Grade 4*

| | |
|---|---|
| Val Charison | SD 23, Central Okanagan |
| Carol Delisle | SD 62, Sooke |
| Chris Guernsey | SD 37, Delta |
| Donna Kingston | SD 36, Surrey |
| Lyse Guay | SD 44, North Vancouver |
| Colleen MacArthur | SD 44, North Vancouver |
| Lorraine McLaughlin | SD 44, North Vancouver |
| Gail Pack | SD 36, Surrey |
| Rick Stokes | SD 39, Vancouver |

### *Intermediate/Grade 7*

| | |
|---|---|
| Elizabeth Allen | SD 39, Vancouver |
| Bob Ashton | SD 36, Surrey |
| Graham Fishlock | SD 37, Delta |
| Brenda Krause | SD 44, North Vancouver |
| Freda O'Sullivan | SD 62, Sooke |

| | |
|---|---|
| Parmjit Parmar | SD 32, Hope |
| Carl Stymiest | SD 44, North Vancouver |
| Peter Thomson | SD 36, Surrey |
| Ted Waring | SD 62, Sooke |

### *Secondary/Grade 10*

| | |
|---|---|
| Dennis Berg | SD 57, Powell River |
| François Brassard | SD 61, Greater Victoria |
| Moira Eckdahl | SD 39, Vancouver |
| Marielle Haack | SD 36, Surrey |
| David Jordan | SD 37, Delta |
| George Major | SD 33, Chilliwack |
| Glen Parsons | Sd 71, Courtenay |
| Marjorie Reimer | SD 48, Howe Sound |
| Clifford Thomas | SD 71, Courtenay |

## Item Characteristics

### *Primary/Grade 4*

| | |
|---|---|
| Vaughan Lewis, Chair | Ministry of Education |
| Claudette Angers | SD 41, Burnaby |
| Val Charison | SD 23, Central Okanagan |
| Carol Delisle | SD 62, Sooke |
| Lyse Guay | SD 44, North Vancouver |
| Chris Guernsey | SD 37, Delta |
| Donna Kingston | SD 36, Surrey |
| Colleen MacArthur | SD 44, North Vancouver |
| Gail Pack | SD 36, Surrey |
| Rick Stokes | SD 39, Vancouver |

### *Intermediate/Grade 7*

| | |
|---|---|
| Bill Toth, Chair | Ministry of Education |
| Elizabeth Allen | SD 39, Vancouver |
| Graham Fishlock | SD 37, Delta |
| Ray Jung | SD 75, Mission |
| Brenda Krause | SD 44, North Vancouver |
| Freda O'Sullivan | SD 62, Sooke |
| Peter Thomson | SD 36, Surrey |
| Ted Waring | SD 62, Sooke |

### *Secondary/Grade 10*

| | |
|---|---|
| Ross Norrington, Chair | Ministry of Education |
| François Brassard | SD 61, Greater Victoria |
| Moira Eckdahl | SD 39, Vancouver |
| Steve Faraher-Amidon | SD 37, Delta |
| Ken Heise | SD 32, Hope |
| David Jordan | SD 37, Delta |
| George Major | SD 33, Chilliwack |
| Marjorie Reimer | SD 48, Howe Sound |
| Donald Taylor | SD 61, Greater Victoria |
| Clifford Thomas | SD 71, Courtenay |

## Standard Setting

### *Primary/Grade 4*

| | |
|---|---|
| Bonnie Skobel, Chair | SD 36, Surrey |
| Rosemary Bolster, Trustee | SD 35, Langley |
| Joanne Couch | SD 62, Sooke |
| Brian Francescini | SD 75, Mission |
| Vicki Green | SD 21, Armstrong-Spallumcheen |
| Brent Harrington | SD 61, Greater Victoria |
| Doug Ibbott | SD 41, Burnaby |
| Pat Kula, Parent | SD 10, Arrow Lakes |
| Jeannette Mergens | SD 23, Central Okanagan |
| Barbara Terry, Trustee | SD 69, Qualicum |
| Susan Vlismas | SD 43, Coquitlam |
| Carole Whyte | SD 85, Vancouver Island North |
| Josie Wilson | SD 30, South Cariboo |

### *Intermediate/Grade 7*

| | |
|---|---|
| Franca Zumpano, Chair | SD 41, Burnaby |
| Gerry Anderson | SD 77, Summerland |
| Edèle Bonnaig | SD 61, Greater Victoria |
| Nancy Brennan | SD 44, North Vancouver |
| Anne Cottrell | SD 38, Richmond |
| Graham Fishlock | SD 37, Delta |
| Debbie Hartley | SD 57, Prince George |
| Carolyn Isles, Parent | SD 68, Nanaimo |
| Linda Moir | SD 35, Langley |
| Robert Peacock | SD 88, Terrace |
| Joe Ranallo | SD 11, Trail |

### *Secondary/Grade 10*

| | |
|---|---|
| Jack Pope, Chair | SD 46, Sunshine Coast |
| Brian Allison | SD 62, Sooke |
| Dennis Berg | SD 47, Powell River |
| Alex Bolin | SD 60, Peace River North |
| François Brassard | SD 61, Greater Victoria |
| Shawn Cardinall | SD 46, Sunshine Coast |
| Mike Daniels | SD 42, Maple Ridge |
| Marielle Haack | SD 36, Surrey |
| Helen Kier | SD 29, Lillooet |
| Tom Lewis | SD 65, Cowichan |
| Paul Thomas | University of Victoria |
| Dale Townsend | SD 89, Shuswap |

## APPENDIX B: FIELD TEST SCHOOLS

### *Grade 5*

| | |
|---|---|
| Alexander Park Elementary | SD 18, Golden |
| Carmi Elementary | SD 15, Penticton |
| Cleveland Elementary | SD 44, North Vancouver |
| Davis Bay Elementary | SD 46, Sunshine Coast |
| Gibsons Elementary | SD 46, Sunshine Coast |
| Pauline Haarer Elementary | SD 68, Nanaimo |
| John A. Hutton Elementary | SD 12, Grand Forks |
| Margaret Jenkins Elementary | SD 61, Greater Victoria |
| Kildala Elementary | SD 80, Kitimat |
| Peterson Road Elementary | SD 35, Langley |
| Jules Quesnel Elementary | SD 39, Vancouver |
| Saltspring Elementary | SD 64, Gulf Islands |
| Saseenos Elementary | SD 62, Sooke |
| Arthur Stevenson Elementary | SD 24, Kamloops |
| Sunset Elementary | SD 85, Vancouver Island North |
| West Heights Elementary | SD 75, Mission |

### *Grade 8*

| | |
|---|---|
| Balmoral Junior Secondary | SD 44, North Vancouver |
| Chatelech Secondary | SD 46, Sunshine Coast |
| Sir Winston Churchill Secondary | SD 39, Vancouver |
| Dunsmuir Junior Secondary | SD 62, Sooke |
| Elphinstone Secondary | SD 46, Sunshine Coast |
| Golden Secondary | SD 18, Golden |
| Grand Forks Secondary | SD 12, Grand Forks |
| Grassy Plains Elementary-Junior Secondary | SD 55, Burns Lake |
| Handsworth Secondary | SD 44, North Vancouver |
| J.L. Jackson Junior Secondary | SD 89, Shuswap |
| Langley Secondary | SD 35, Langley |
| Lansdowne Junior Secondary | SD 61, Greater Victoria |
| Mission Secondary | SD 75, Mission |
| Mount Elizabeth Secondary | SD 80, Kitimat |
| Nanaimo District Secondary | SD 68, Nanaimo |
| Penticton Secondary | SD 15, Penticton |
| Port Hardy Senior Secondary | SD 85, Vancouver Island North |

### *Grade 11*

| | |
|---|---|
| Chatelech Secondary | SD 46, Sunshine Coast |
| Sir Winston Churchill Secondary | SD 39, Vancouver |
| Elphinstone Secondary | SD 46, Sunshine Coast |
| Grand Forks Secondary | SD 12, Grand Forks |
| Terry Fox Senior Secondary | SD 43, Coquitlam |
| Gulf Islands Secondary | SD 64, Gulf Islands |
| Handsworth Secondary | SD 44, North Vancouver |
| Kamloops Senior Secondary | SD 24, Kamloops |
| Lakes District Secondary | SD 55, Burns Lake |
| Edward Milne Community School | SD 62, Sooke |
| Mission Secondary | SD 75, Mission |
| Mount Douglas Senior Secondary | SD 61, Greater Victoria |
| Nanaimo District Secondary | SD 68, Nanaimo |
| Richmond Senior Secondary | SD 38, Richmond |
| Salmon Arm Senior Secondary | SD 89, Shuswap |
| W.L. Seaton Secondary | SD 22, Vernon |
| Sutherland Secondary | SD 44, North Vancouver |

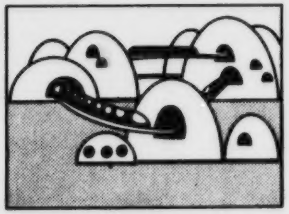
# APPENDIX C: FORMS 4Q, 7Q AND 10Q

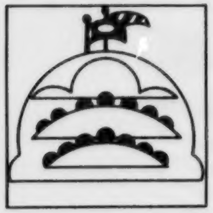
# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

## 4Q

STUDENT IDENTIFICATION NUMBER

GRADE 4
FORM Q





MINISTRY OF EDUCATION

Province of British Columbia

STUDENT ASSESSMENT

---

## Background information

1. How old are you?

   **Indicate your age on the answer sheet.**

2. Are you male or female?

   **Indicate your gender on the answer sheet.**

**Answer questions 3 to 8 on the answer sheet.**

3. What language did you use when you **first** learned to speak?

   **A.** English.
   **B.** French.
   **C.** Another language.

4. What language do you **now** most often speak at home?

   **A.** English.
   **B.** French.
   **C.** Another language.

5. What school program are you taking?

   **A.** Regular Grade 4 program in English.
   **B.** Early French Immersion.
   **C.** Programme-cadre de français.
   **D.** Other.

6. About how many books are there in your home?

   **A.** 0 to 9.
   **B.** 10 to 24.
   **C.** 25 to 99.
   **D.** 100 to 249.
   **E.** 250 to 499.
   **F.** 500 or more.

7. Here is a list of reasons for studying Social Studies. Which reason do you believe is **most** important?

   **A.** To learn more about myself.
   **B.** To prepare for Grade 5.
   **C.** To learn how to make our society better.
   **D.** To learn about history and geography.
   **E.** To learn how to solve problems and make better decisions.

8. Here is a list of reasons for studying Social Studies. Which reason do you believe is **least** important?

   **A.** To learn more about myself.
   **B.** To prepare for Grade 5.
   **C.** To learn how to make our society better.
   **D.** To learn about history and geography.
   **E.** To learn how to solve problems and make better decisions.

## Attitude scale

**For questions 1 to 11, answer on your answer sheet.**

1. Differences between people in Canada

   **A.** cause trouble for everybody in Canada.
   **B.** are good for everybody in Canada.
   **C.** are not important to me.

2. The students at Evergreen Elementary can't decide where to go on a field trip. The best way to solve the problem would be for

   **A.** the teacher to decide.
   **B.** the students to find a place almost everybody would be happy going to.
   **C.** each student to decide where he/she wants to go.

3. People who move to Canada

   **A.** make Canada a better place.
   **B.** should accept our way of life.
   **C.** should stay in their own group.

4. When people have an argument

   **A.** one person should try to win.
   **B.** they should try to decide what's best for everybody.
   **C.** somebody has to lose.

5. If I'm playing a game

   **A.** I want to prove that I'm better than everybody else.
   **B.** I want to enjoy playing with the other children.
   **C.** I want my team to win.

6. When I grow up

   **A.** other people will look after me.
   **B.** I will help other people.
   **C.** I will have to make it on my own.

7. The future will be a time when

   A. I have little say over what happens to me.
   B. those around me affect what happens to me.
   C. what happens to me is up to me.

8. There would be peace in the world if

   A. all countries worked together.
   B. some countries took over.
   C. each country looked after itself.

9. School would be a better place if

   A. everybody did what they wanted.
   B. everybody tried to work together.
   C. everybody did what they are told.

10. Your school only has one computer. What should be done?

    A. All students should share it.
    B. Only students who get all A's should use it.
    C. Whoever gets there first should use it.

11. Not all children in the world have enough to eat. What can be done?

    A. Everybody should try to help.
    B. Their government should do something.
    C. It's not important to me.

12. Why is it important for students to think about these issues?

**Write your answer on the following lines**

______________________________

______________________________

______________________________

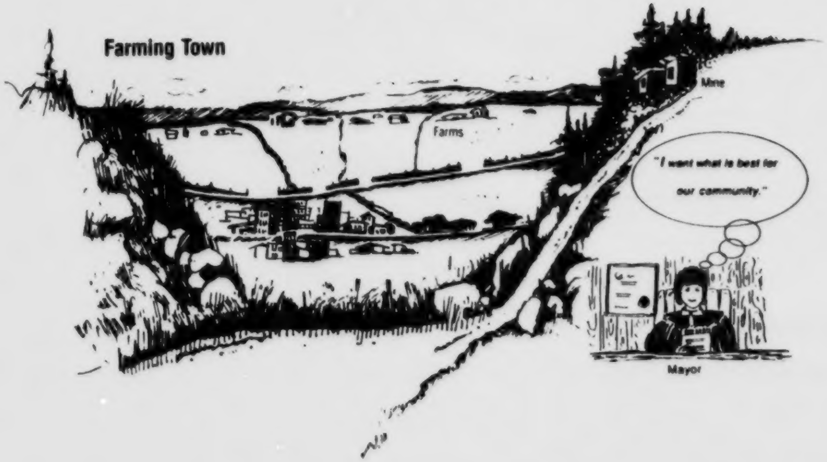
______________________________

______________________________

______________________________

## Daytonville

**Study the drawing and read the paragraph. Then answer the questions that follow.**


Farming Town
Farms
Mine
"I want what is best for our community."
Mayor

Daytonville is a small farming community built in a valley. When a new mine opened nearby many new people moved into the community. Builders wanted to buy some of the farmland near the town centre to build homes for the new families. However, some people in the community felt that the new houses should be built on the hillside near the mine, and that the farmland should not be used.

The mayor of Daytonville realized this was an important concern and asked members of the community to send her letters telling her what they thought should happen.

The mayor received many letters. These four letters were typical of the different views of the people in the community. Read the letters.

**Dear Mayor:**

I think the houses should be built near the town centre rather than on the hillside. Houses are much easier to build on flat farmland than on the hillside, which is rough, full of trees, and hard to get to. We already have roads in the valley to bring in building supplies. Schools and parks are close by. Building houses on the hillside would be too costly.

Sincerely,

***A Builder***

---

**Dear Mayor:**

I don't think the farmland surrounding the town should be turned into places for new houses. There is very little farmland in the valley and we need it to grow hay for the ranchers and to grow vegetables for the townspeople. If these products have to be shipped in it will cost everyone more money. Our family also likes the town the way it is. Everyone knows each other and there is very little traffic. We even leave our doors unlocked.

Sincerely,

***A Farmer***

---

**Dear Mayor:**

You must allow the farmland to be turned into housing. Once this happens more businesses will open in our community. These new businesses will provide more services for our townspeople. Townspeople will not need to travel as often to the city to get the special things they need. More businesses also means more tax dollars. We could raise enough tax money to build a library or add on to our community centre. We may even become big enough to have our own hospital.

Sincerely,

***A Merchant***

---

**Dear Mayor:**

Although I welcome new people to our valley, I think new homes should be built on the hillside. Our community has been like this for many years and has a long history. Some of our buildings are over 70 years old. People are happy here. I'm afraid we will grow so fast that we will change the character of the community. The quiet, sleepy atmosphere will disappear as the old buildings are torn down and new ones take their place.

Sincerely,

***A Historian***

---

1. Imagine that **YOU** are the mayor of Daytonville. You care about what the people in the community think about where to build the houses. Of the people who have written to you, name one person who is in favour of building the houses on the **hillside**, and state why.

____________________ is in favour of building the houses on the **hillside** because

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Of the people who have written to you, name **one** person who is in favour of building the houses on the **farmland**, and state why.

____________________ is in favour of building the houses on the **farmland** because

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

2. As mayor, you have thought about many possible results (good and bad) of building the houses on the hillside and on the farmland. Write down some of these results.

**If the houses are built on the hillside**

| Good Results | Bad Results |
|---|---|
| | |
| | |
| | |
| | |
| | |

**If the houses are built on the farmland**

| Good Results | Bad Results |
|---|---|
| | |
| | |
| | |
| | |
| | |

3. As the mayor, you now must make a decision based on all the views you have heard and thought about. You, the mayor, have decided to write a short letter to the newspaper explaining your decision.

   Refer to your notes on pages 7 and 8. Then write a letter stating your decision where the homes will be built. Be sure to explain **why** you made this decision. You do not need to write more than two paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

***Dear Citizens:***

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

7Q

STUDENT IDENTIFICATION NUMBER

| | | |
|---|---|---|
| | | |

GRADE 7
FORM Q

MINISTRY OF EDUCATION

Province of British Columbia

STUDENT ASSESSMENT

---

## Background information

1. How old are you?

   **Indicate your age on the answer sheet.**

2. Are you male or female?

   **Indicate your gender on the answer sheet.**

**Answer questions 3 to 8 on the answer sheet.**

3. What language did you use when you **first** learned to speak?

   **A.** English.
   **B.** French.
   **C.** Another language.

4. What language do you **now** most often speak at home?

   **A.** English.
   **B.** French.
   **C.** Another language.

5. What school program are you taking?

   **A.** regular program in English
   **B.** early French Immersion
   **C.** late French Immersion
   **D.** programme-cadre de français

6. About how many books are there in your home?

   **A.** 0 to 9
   **B.** 10 to 24
   **C.** 25 to 99
   **D.** 100 to 249
   **E.** 250 to 499
   **F.** 500 or more

7. Here is a list of reasons for studying Social Studies. Which reason do you believe is **most** important?

   **A.** To learn more about myself.
   **B.** To prepare for Grade 8.
   **C.** To learn how to make our society better.
   **D.** To learn about history and geography.
   **E.** To learn how to solve problems and make better decisions.

8. Here is a list of reasons for studying Social Studies. Which reason do you believe is **least** important?

   **A.** To learn more about myself.
   **B.** To prepare for Grade 8.
   **C.** To learn how to make our society better.
   **D.** To learn about history and geography.
   **E.** To learn how to solve problems and make better decisions.

## Attitude scale

**For questions 1 to 15, answer on your answer sheet.**

1. Differences among Canadian people are

   **A.** a source of trouble for all Canadians.
   **B.** a source of benefit for all Canadians.
   **C.** not of interest to me.

2. The best way to solve differences among regions in Canada is for

   **A.** the majority of Canadians to decide what is best for Canada.
   **B.** people from different regions to work together to deal with differences.
   **C.** each region of Canada to "do its own thing".

3. Problems among people are best handled by letting

   **A.** experts solve the problem.
   **B.** groups of people work together to find a solution.
   **C.** each person solve the problem by him or herself.

4. Immigrants to Canada

   **A.** need help to accept our way of life.
   **B.** offer points of view that make Canada a better place.
   **C.** should stick to their own group.

5. When people settle a disagreement

   **A.** some people will gain, some people will lose.
   **B.** everyone will gain or everyone will lose.
   **C.** one person's gain or loss will not affect others.

6. If I am a member of a school team, I want a coach who stresses

   **A.** competition and winning.
   **B.** enjoyment from playing the game with other people.
   **C.** satisfaction from my own achievement.

7. Cooperation

   A. means doing what the leader wants.
   B. means respecting one another.
   C. gets in the way of my own goals.

8. What happens in the future

   A. will be determined by what everybody does now.
   B. is beyond my control.
   C. is up to me.

9. I expect that in the future, I will

   A. decide by myself what should happen.
   B. participate with others in deciding what should happen.
   C. not have much opportunity to decide what should happen.

10. In the future, the most important influence on me will be

   A. the points of view of other people.
   B. control by the government.
   C. my understanding of who I am.

11. In relationships between countries

   A. countries should understand and cooperate with each other for the benefit of everybody.
   B. some countries have the right to be more powerful than others.
   C. each country must look after itself.

12. The way to achieve world peace is for

   A. some countries to be more powerful than others.
   B. all countries to decide what is best for everybody.
   C. each country to protect itself from other countries.

13. If there is a problem between two countries

   A. each country should do what is best for itself.
   B. everybody in both countries should know about the problem.
   C. ordinary people don't need to know about the problem.

14. The world would be a better place if

   A. everyone felt responsible for working together.
   B. there was one leader and everyone did what they were told.
   C. people were free to do what was best for themselves.

15. Some countries have more resources than others. When deciding what to do with resources

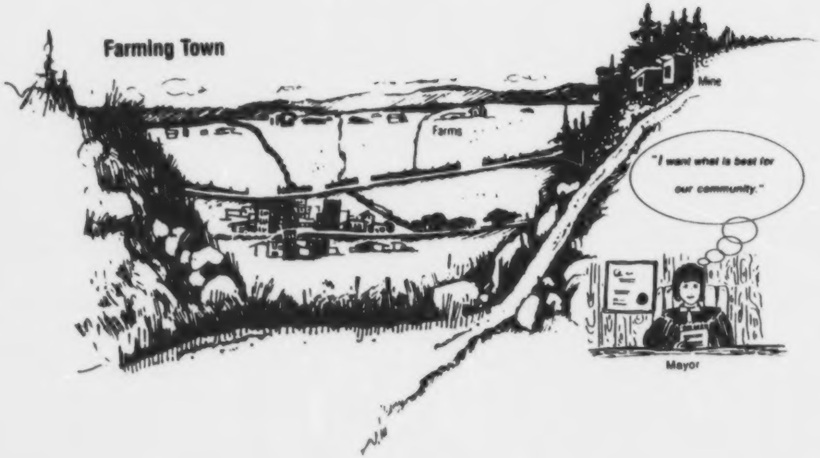
   A. the country that has them should decide what to do with them.
   B. countries should keep in mind the need to share.
   C. each country should keep its resources for itself.

16. Why is it important for students to think about these issues?

**Write your answer on the following lines.**

## Daytonville

**Study the drawing and read the paragraphs. Then answer the questions that follow.**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Farms
Mine
"I want what is best for our community."
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**Dear Mayor:**

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Sincerely,

***A Historian***

1. Imagine that YOU are the mayor of Daytonville. You care about what the people in the community think about where to build the houses. Of the people who have written to you, name two who are in favour of building the houses on the **hillside** and state why.

______________________ is in favour of building the houses on the **hillside** because

______________________ is in favour of building the houses on the **hillside** because

2. Of the people who have written you list **two** people who are in favour of building the houses on the **farmland** and state why.

______________________ is in favour of building the houses on the **farmland** because

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2. As mayor, you have thought about many possible results (good and bad) of building the houses on the hillside and on the farmland. Write down some of these results.

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| | |
| | |
| | |
| | |

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Refer to your notes on pages 8 to 10. Then write a letter stating your decision where the homes will be built. Be sure to explain why you made this decision. You do not need to write more than three paragraphs. (Plan and draft a rough copy of your letter on the next page; then write the final copy on this page.)

***Dear Citizens:***

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

10Q

STUDENT IDENTIFICATION NUMBER

GRADE 10
FORM Q

· MINISTRY OF EDUCATION ·

STUDENT ASSESSMENT

Province of British Columbia

---

## Background information

1. How old are you?

   **Indicate your age on the answer sheet.**

2. Are you male or female?

   **Indicate your gender on the answer sheet.**

**Answer questions 3 to 8 on the answer sheet.**

3. What language did you use when you **first** learned to speak?

   A. English.
   B. French.
   C. Another language.

4. What language do you **now** most often speak at home?

   A. English.
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   **A.** To learn more about myself.
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   **D.** To learn about history and geography.
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## Attitude scale

**For questions 1 to 15, answer on your answer sheet.**

1. Differences among Canadian people are

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   **A.** the majority of Canadians to decide what is best for Canada.
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   **A.** groups of people work together to find a solution.
   **B.** experts solve the problem.
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   **A.** competition and winning.
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- **A.** means doing what the leader wants.
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- **A.** decide by myself what should happen.
- **B.** participate with others in deciding what should happen.
- **C.** not have much opportunity to decide what should happen.

10. In the future, the most important influence on me will be

- **A.** the points of view of other people.
- **B.** control by the government.
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11. In relationships between countries

- **A.** countries should understand and cooperate with each other for the benefit of everybody.
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- **B.** all countries to decide what is best for everybody.
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- **B.** everybody in both countries should know about the problem.
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15. Some countries have more resources than others. When deciding what to do with resources

- **A.** the country that has them should decide what to do with them.
- **B.** countries should keep in mind the need to share.
- **C.** each country should keep its resources for itself.

16. Why is it important for students to think about these issues?

**Write your answer on the following lines**

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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________________________________________

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________________________________________

________________________________________

## Refugees

**Read this excerpt from a newsletter; then answer the questions that follow.**

# WORLD REFUGEES: CANADA'S INTERNATIONAL ROLE

**By Dr. Stanley Knight**

It is estimated that there are currently more than 12 million refugees in the world. They are found on every continent and in virtually every country.

Since 1951, the United Nations High Commissioner for Refugees (UNHCR) has been responsible for the international protection of refugees and for seeking long-term solutions to their problems.

People become refugees through war, civil strife, famine or natural disasters. The UNHCR uses three major strategies with refugees: resettlement back to their country of birth if they so choose; integration into the neighbouring country to which they have fled; or resettlement in another country that has agreed to accept them.

Canada is geographically removed from the major refugee producing areas of the world and has had little impact changing world events that produce refugees. Canada's response to refugees involves three approaches:

**1) Resettlement** — Refugees are screened outside of Canada, brought to Canada (recently at government expense), given some settlement funds, language and vocational training. In 1987, approximately 20,000 refugees were settled under this program.

**2) External aid** — Funds are provided to countries primarily in areas of health, nutrition, educational and vocational training. Global concerns are most important, as are the needs of women and children who make up three quarters of the world's refugees.

**3) Human Rights advocacy** — Pressure to improve in human rights occurs mainly through diplomatic channels, or through the United Nations. Support is also given to organizations such as the Red Cross, Oxfam, and Amnesty International.

There are four main areas of the world that command Canada's attention: Central America, Africa, the Middle East and Southeast Asia.

### Central America

Various violent military campaigns in Central America have displaced 2 million people over the past 10 years. For example, 300,000 refugees from Guatemala now live in Mexico; 500,000 refugees from El Salvador now live in the United States.

Canada has taken a leading role in offering refugees a Canadian home when it has not been possible to resettle them back into their own countries. Canada has also helped settle refugees into neighbouring countries. Aid has also been given to refugees living in camps in bordering countries. At the diplomatic level Canada has offered to increase financial aid for health and education if human rights violations are decreased and democratic processes restored.

### Africa

Half the world's refugees are African, fleeing drought, war, military repression, and apartheid in South Africa. For example, close to 1.5 million refugees have fled Ethiopia to neighbouring countries such as Somalia and Sudan.

Canada has provided millions of dollars in aid. Canada has also led the war of words against human rights violations and apartheid. Few Africans have been resettled in Canada.

### Middle East

Over 2 million Palestinians have registered as refugees with the United Nations. Between one and two million people have fled Iran in the past seven years, many seeking refuge in Turkey and Pakistan, hoping for eventual settlement in a western country.

The Soviet invasion of Afghanistan in 1979 produced the world's largest single population of refugees. An estimated 3.5 million Afghan refugees now live in Pakistan and 1.5 million in Iran.

Canada provides aid to refugees in the many camps, and agricultural and medical programs for refugees living in Pakistan.

### Southeast Asia

When the Vietnam war ended in 1975 over 650,000 people left Vietnam, Laos and Cambodia. Many of these refugees escaped in boats; they were called the "Boat People." About 9,000 settled in Canada. Canada continues to contribute to the anti-piracy programs to protect Vietnamese boat people who still trickle out of Vietnam.

### Conclusion

An increasing number of refugees are arriving in Canada. The recent arrival of refugees in boats off our east coast has caused some people to demand tighter refugee laws. These people think Canada's laws are too liberal. Yet others, refugee advocates and experts on international law and world issues, have called Canada's refugee policies arbitrary and discriminatory.

The fear among people who work with refugees is that Canada will be too worried about letting in people who are not really refugees and will pass laws preventing the admission of people who desperately need help. Canada has traditionally always had a commitment to helping genuine refugees.

Despite the present debate, there is popular support for continuing Canada's external aid and human rights advocacy programs. All of Canada's refugee programs are modest, but remind us that we are all responsible for making this world a better place for all people.

---

*(Dr. Stanley Knight was President of the Vancouver Refugee Council and a member of the UNHCR Canadian Task Force at the time of writing. He is currently the Assistant Deputy Chairman of the Immigration and Refugee Board of Canada. The article is adapted from* ***Legal Perspectives****, April 1988).*

---

1. What is the main issue dealt with in this article?

______________________________

______________________________

______________________________

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2. Summarize, in your own words, one approach mentioned in the article used by Canada to help solve the problems of world refugees.

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3. What point of view does the author, Dr. Stanley Knight, hold regarding Canada's response to refugees?

______________________________

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4. The article includes information about the "four critical refugee producing areas in the world". Using the information from the article, complete the chart below. Record the information in the appropriate box.

| | Numbers of Refugees | One Cause of the Problem |
|---|---|---|
| **Central America** | | |
| **Africa** | | |
| **Middle East** | | |
| **Southeast Asia** | | |

5. Imagine that the Prime Minister of Canada has assigned **you** the task of finding out how Canada can help **one** of the large refugee groups who have recently been left homeless.

a) List four questions you would want answers to before recommending a course of action.

i

ii

iii

iv

b) List four sources of information you would use to find answers to questions such as the ones you have listed above. Be as specific as possible.

i

ii

iii

iv

**10**

c) You decide that there are two possible courses of action that Canada could take in regard to this refugee group. List these two options and one positive and one negative result of each option.

| | |
|---|---|
| **Option #1** | |
| **One Positive Result** | **One Negative Result** |
| | |
| | |
| | |
| | |
| | |
| | |

| | |
|---|---|
| **Option #2** | |
| **One Positive Result** | **One Negative Result** |
| | |
| | |
| | |
| | |
| | |
| | |

**11**

d) Now you must choose one of these options to recommend to the Prime Minister. Write a two-paragraph letter to the Prime Minister stating your choice and giving your reasons.

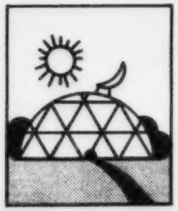
**Use the blank space at the end of this booklet for your rough work.**

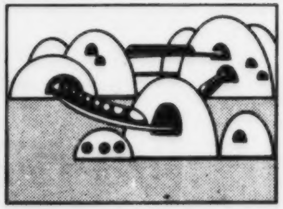
# ............ APPENDIX D: ASSESSMENT FORMS WITH RESPONSE DISTRIBUTIONS

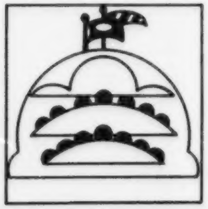
# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

4R

GRADE 4
FORM R







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9

A C H I E V E M E N T

## Native potlatch

1. There are many reasons why native people dance at a potlatch. One reason is to show their family history. Another reason is to show their love and respect for animals. A third reason is

2 **A.** to scare the children.
*89 **B.** to entertain their guests.
3 **C.** to make loud noises.
5 **D.** to get exercise.

2. Giving gifts at a potlatch is important because

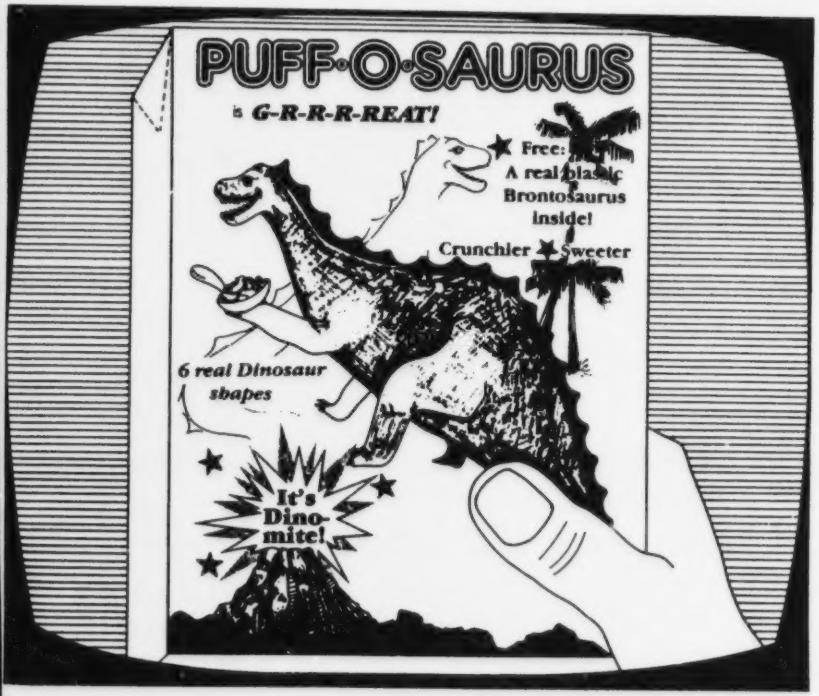
*92 **A.** you want to thank your guests for coming.
3 **B.** you like to get lots of presents to play with.
3 **C.** you want lots of parcels to carry home.
2 **D.** you need pictures to put up in your house.

3. At a potlatch you would see many people wearing crests showing different animals and birds. Native people wear crests like this because the crests

*84 **A.** show respect for animal life.
4 **B.** are very colourful.
8 **C.** keep them warm.
4 **D.** are worn every day.

## Puff-o-saurus

**Study the T.V. screen; then choose the BEST answer for questions 4 to 8.**


PUFF•O•SAURUS
is G-R-R-R-REAT!
★ Free: A real plastic Brontosaurus inside!
Crunchier ★ Sweeter
6 real Dinosaur shapes
It's Dino-mite!

**4.** John saw this commercial while he was watching his favourite cartoon show. The company chose this commercial to show during cartoon time because they thought that

22 **A.** children would learn about dinosaurs.
12 **B.** people would be hungry.
•62 **C.** children would be watching.
3 **D.** families would be together for dinner.

**5.** This commercial tells us that children will like this cereal because

•78 **A.** dinosaur shapes make eating cereal fun.
11 **B.** it is in one of the four food groups.
2 **C.** we will learn about volcanoes.
9 **D.** dinosaurs died out many years ago.

**6.** This commercial tells us about Puff-O-Saurus. What **fact** do we learn about Puff-O-Saurus from this commercial? Puff-O-Saurus is

•62 **A.** sweet.
26 **B.** fun.
9 **C.** healthy.
3 **D.** good for your teeth.

**7.** Which statement about Puff-O-Saurus is **not** a fact?

10 **A.** Puff-O-Saurus is shaped like dinosaurs.
13 **B.** Puff-O-Saurus is sweet.
•45 **C.** Puff-O-Saurus is fun to eat.
31 **D.** Puff-O-Saurus comes with a toy brontosaurus.

**8.** John is at the grocery store with his dad. John says, "Look Dad! There is Puff-O-Saurus. Let's get some." "Why should we buy that cereal?" asks Dad. John answers, "Because I love dinosaurs and Puff-O-Saurus is GREAT!" John has never tasted this cereal before. Why does he think it is great?

7 **A.** Because he wants to learn about dinosaurs.
4 **B.** Because it is very healthy.
•80 **C.** Because there is a free toy brontosaurus in every box.
8 **D.** Because he likes coloured cereals.

12

## Cape Kendall

**Read the following information; then choose the BEST answer for questions 9 to 13.**

Tuktu is a 12 year old Inuit boy. He lives in Cape Kendall. His family is going to leave Cape Kendall for the summer to hunt seals and go fishing. The children will learn how to clean skins and make clothes. Tuktu's parents want their children to learn how to live on the land. This is how the Inuit lived for many, many years.

Tuktu does not want to go with them this summer. He wants to stay in Cape Kendall with his aunt so he can see the ship unload the supplies. This only happens once a year.

**9.** What is the problem Tuktu and his parents must solve?

7 **A.** Tuktu is angry with his parents for not allowing him to go to Vancouver for the summer.
7 **B.** Tuktu and his parents cannot decide how much money Tuktu will need for the summer.
•74 **C.** Tuktu and his parents have to decide where and how he's going to spend the summer.
10 **D.** Tuktu won't have any food for the winter.

**10.** Which one of these choices is a possible solution to this problem?

17 **A.** Tuktu gets a job cleaning skins and making clothes.
8 **B.** Tuktu goes to school all summer and learns about ships.
•71 **C.** Tuktu spends part of the summer in Cape Kendall and part of the summer with his parents.
3 **D.** Tuktu goes to basketball camp on the ship.

**11.** What might happen if Tuktu stays with his aunt?

16 **A.** He would not have any new clothes.
16 **B.** He would learn how to hunt and fish.
17 **C.** He would learn how to live off the land.
•50 **D.** He would see new things from the ship.

**12.** What might happen if Tuktu went with his parents?

•63 **A.** He would learn to live off the land.
7 **B.** He would see the ship unloading supplies.
17 **C.** He would make new friends in Cape Kendall.
11 **D.** His parents would change their minds.

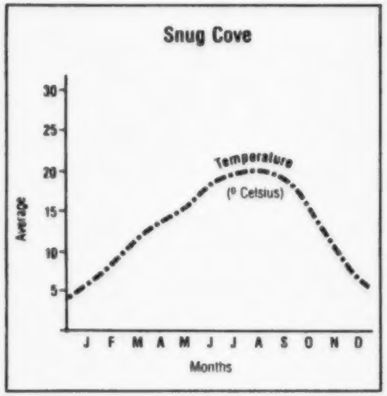
**13.** Why would Tuktu's parents want him to learn to hunt and make clothes?

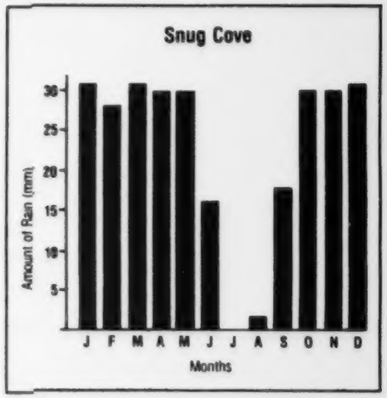
•76 **A.** They want him to learn the traditional skills of the Inuit people.
15 **B.** They have no other ways of getting clothes.
5 **C.** They are not interested in the ships.
4 **D.** They do not like living in Cape Kendall.

13

## Snug Cove

**Study the graphs below; then choose the BEST answer for questions 14 to 16.**





**14.** You dislike skateboarding in the rain. If you lived in Snug Cove, which month would you prefer to go skateboarding?

5 **A.** November.
11 **B.** January.
•78 **C.** July.
5 **D.** February.

**15.** What month would you have to shovel snow from your driveway almost every day?

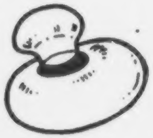
•82 **A.** December.
4 **B.** September.
6 **C.** April.
8 **D.** July.

**16.** During the month of April, what would be the best to wear for a walk in the woods?

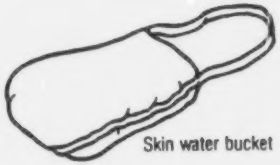
•50 **A.** Rubber boots.
6 **B.** Thongs.
34 **C.** Running shoes.
9 **D.** Snow shoes.

## Inuit tools

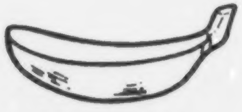
**Study the pictures below; then choose the BEST answer for questions 17 to 19.**



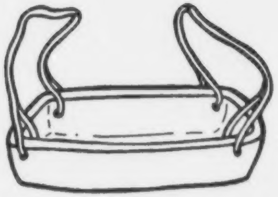
Skin bag of
firemaking materials



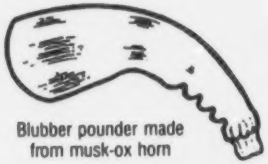
Skin water bucket



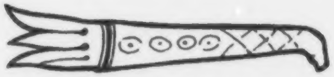
Ladle of musk-ox horn



Soapstone cooking pot
with seal skin hanging straps



Blubber pounder made
from musk-ox horn



Bone meat fork

**17.** Which category **best** describes these tools?

6 **A.** Tools for making clothing.
6 **B.** Tools for building igloos.
9 **C.** Tools for building an umiak.
•77 **D.** Tools for cooking.

**18.** What do these tools have in common?

4 **A.** They are all from a hardware store.
11 **B.** They are still often used.
5 **C.** They are used only by men.
•79 **D.** They are made out of natural resources.

**19.** From these drawings, what conclusions can you make about the Inuit?

6 **A.** The Inuit did not have very useful tools.
6 **B.** The Inuit did not spend much time making tools.
10 **C.** The Inuit put decorations on everything they made.
•76 **D.** The Inuit depended on animals for their tools.

## Classroom adventure

**Read the following information; then choose the BEST answer for questions 20 to 27.**

Ms. Salero's grade 4 class is working on solving a Social Studies problem. The teacher is called out of the classroom for an emergency.

**20.** The students have a responsibility to

7 **A.** get their snack for recess.
•83 **B.** continue with their work quietly.
4 **C.** have a chat with their neighbour.
5 **D.** visit the other grade 4 class.

Ms. Salero returns to the classroom. Some of the students are in the hall. Others are running and shouting in the classroom. Some students are seated and trying to work.

**21.** What is the problem?

6 **A.** The grade 4 class has a detention after school.
•69 **B.** Some students are not behaving responsibly.
12 **C.** Ms. Salero was called away to the phone.
11 **D.** The principal is not happy with their behaviour.

**22.** Who else is likely to have been affected by the confusion in Ms. Salero's class?

6 **A.** The secretary.
14 **B.** The students' parents.
6 **C.** Children in the playground.
•73 **D.** The classes nearby.

**23.** How might the students who were trying to work feel when the teacher was out of the room?

•74 **A.** Frustrated.
3 **B.** Sick.
4 **C.** Hungry.
17 **D.** Dejected.

**24.** How might the students who were trying to work feel when the teacher came back into the room?

3 **A.** Hungry.
9 **B.** Angry.
10 **C.** Confused.
•76 **D.** Relieved.

**25.** How might the teacher feel when she comes back into the room and discovers how the students were behaving?

10 **A.** Wonderful.
10 **B.** Happy.
2 **C.** Scared.
•76 **D.** Disappointed.

**26.** How could the students and teacher work together to solve the problem?

5 **A.** The students could argue with one another.
24 **B.** They could continue working on their Social Studies problem.
5 **C.** The teacher could ignore the situation.
•65 **D.** They could hold a discussion to review the class rules.

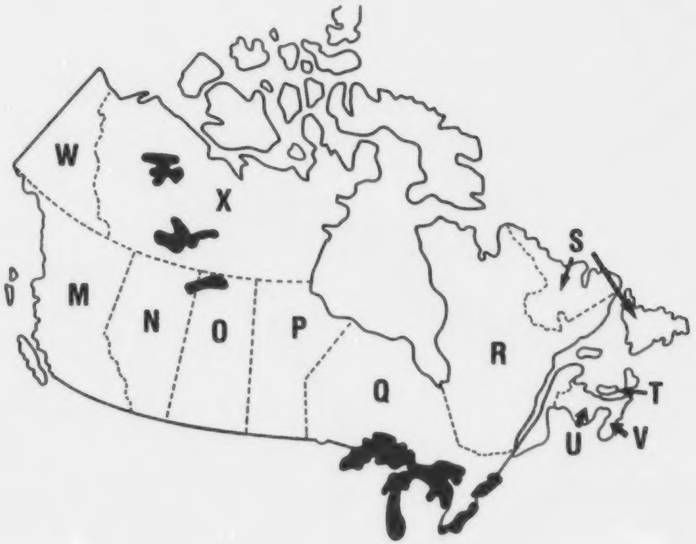
**27.** Which one of the following would be a group solution to this problem?

9 **A.** The teacher will never again leave the classroom.
4 **B.** The teacher could let the students behave any way they liked.
•75 **C.** The students and teacher could make a list of students' responsibilities.
10 **D.** The students will never again talk in class.

**18**

## Map

**Study the map; then choose the BEST answer for questions 28 to 30.**



**28.** Which country is shown on this map?

•71 **A.** Canada.
6 **B.** United States.
9 **C.** North America.
11 **D.** British Columbia.

**29.** In which province do you live?

•81 **A.** M.
7 **B.** N.
4 **C.** O.
5 **D.** W.

**19**

**30.** On this map, the Prairie provinces are lettered

19 **A.** T, U, V.
11 **B.** W, X.
•58 **C.** N, O, P.
9 **D.** M, N.

## Canada

**Choose the BEST answer for questions 31 to 33.**

**31.** Which one of the following is a province?

13 **A.** Vancouver Island.
*49 **B.** Prince Edward Island.
28 **C.** Yukon.
7 **D.** Labrador.

**32.** What is the capital city of British Columbia?

*66 **A.** Victoria.
14 **B.** Vancouver.
13 **C.** Ottawa.
4 **D.** Edmonton.

**33.** Where does most Canadian wheat come from?

3 **A.** The Atlantic Provinces.
*74 **B.** The Prairies.
13 **C.** The West Coast.
7 **D.** The Northwest Territories.

## The Tribe of the Pitsulas

In a far away country called Pitsuland, a highway crew is building a road through the rain forest. They come upon a tribe of people called the Pitsulas. The Pitsulas have never before seen other people. They find their food in the rain forest. They catch fish, hunt small animals, and gather roots and berries. They make a few simple tools and weapons from the wood and vines of the trees.

The government of Pitsuland wants the tribe to move out of their area because they want to clear the land of trees and move farmers into the area. They also want to teach the tribe modern ways.

**34.** Which question best shows the **most** important problem faced in Pitsuland?

21 **A.** Should roads be built in rain forests?
16 **B.** Do rain forests make good farming areas?
*48 **C.** Should a tribe's way of life be changed?
11 **D.** Are wooden tools helpful in meeting food needs?

**35.** If you were a member of the government what would be **most** important for you to know before you made a decision?

13 **A.** The god of the tribe is Gorkan, god of the sun.
15 **B.** There is no more oil in Pitsuland and the price is going up.
*46 **C.** There is no other farmland in Pitsuland and there is a food shortage.
22 **D.** More tourists are coming to Pitsuland and more hotels are needed.

Some people, like Marta and Juan Rojo, are concerned that the tribe may not want to change its ways and become modern. The Rojos are also worried that there may be problems between the Pitsulas and the farmers.

**36.** If you were Marta or Juan Rojo what would you say to the government?

17 **A.** We need the farmland.
*62 **B.** Do not destroy the tribe's way of life.
7 **C.** We need more roads.
9 **D.** The natives need to become modern.

**22**

The government decides to cut down the trees and move the farmers. The farmers built fences around their farms.

**37.** How would this affect the way the Pitsulas meet their food needs?

18 **A.** They would not be able to use their old methods of catching fish.
19 **B.** There would be more wild animals for them to hunt.
•50 **C.** They would not be able to move freely while hunting.
8 **D.** They could learn to build fences too.

## The Summer Olympics

Every four years the Summer Olympics are held and many countries participate.

**38.** The Olympics are about

2 **A.** art.
•89 **B.** sports.
3 **C.** trade.
2 **D.** music.

**39.** The last Summer Olympics were held in Seoul, South Korea. People participated in these gar because

6 **A.** they were told to by Korea.
•69 **B.** they wanted to compete with each other.
5 **C.** their government forced them.
14 **D.** they were paid money.

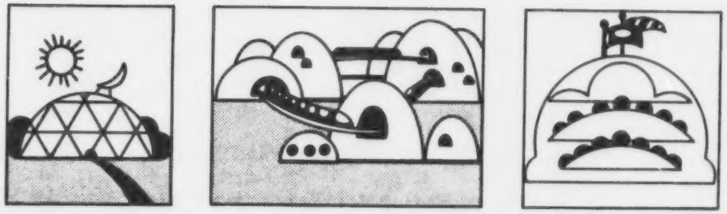
**40.** The Olympic Rings are a sign that

10 **A.** ring tossing is the most important event at the Olympics.
40 **B.** five countries participate at each event.
•41 **C.** the people of the world should join together in cooperation.
4 **D.** many weddings take place at the Olympics.

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

4S

GRADE 4
FORM S



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9

ACHIEVEMENT

## Skateboarding

**Read the following information; then choose the BEST answer for questions 1 to 3.**

The city of Carlmont has a lot of children who like to skateboard on the city streets and sidewalks. Store owners and people walking on the sidewalks have complained. People driving cars are worried about hitting these skateboarders.

After looking at the problem, the town built a skateboard park. Safety rules for the park now need to be made.

**1.** In order to make the rules clear, the Park Officials could

6 **A.** tell the children stories.
8 **B.** ask people to leave the Skateboard Park.
*76 **C.** put up signs at the Skateboard Park.
10 **D.** advertise the cost of admission.

**2.** If you do not agree with a rule in the Skateboard Park and wish to change it you should

3 **A.** try to get away with breaking the rule.
4 **B.** not say anything and ignore the rule.
*89 **C.** explain your idea to the Park Officials.
3 **D.** persuade your friends to disobey the rule with you.

**3.** One role of the Park Officials would be

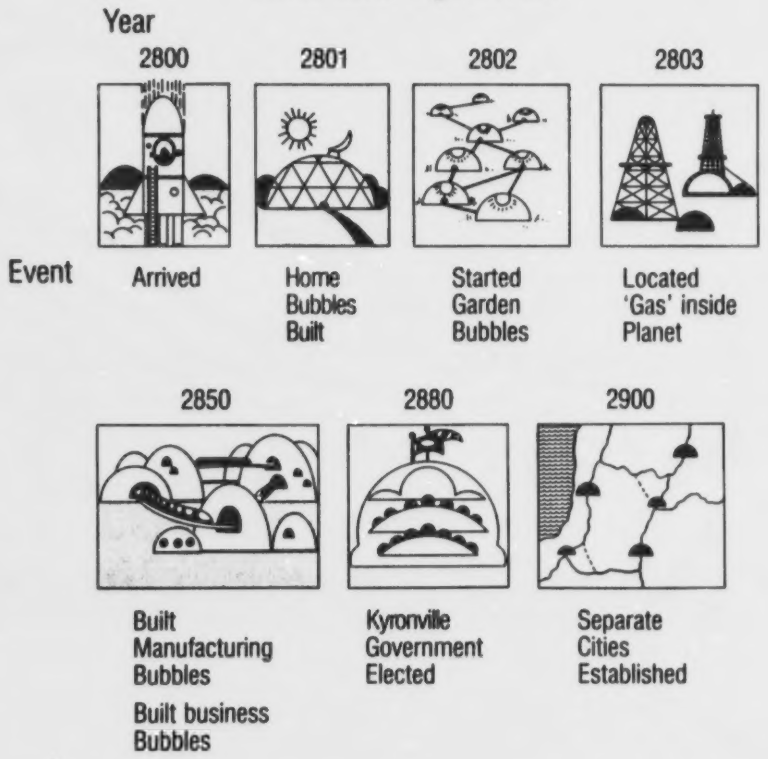
*74 **A.** to enforce the rules.
5 **B.** to yell at the children.
14 **C.** to ignore the skateboarders.
7 **D.** to make lunch for the skateboarders.

## Kyronville

**Study this timeline; then choose the BEST answer for questions 4 to 8.**

You are taken in a time machine through a "time-warp" to visit the settlements of Kyron. Kyron is a cold planet, far from the sun. Most of the people on Kyron live in the town of Kyronville. This timeline shows important events in the building of this community.

### Time-Line Kyronville


Year
2800
2801
2802
2803
Event
Arrived
Home Bubbles Built
Started Garden Bubbles
Located 'Gas' inside Planet
2850
2880
2900
Built Manufacturing Bubbles
Built business Bubbles
Kyronville Government Elected
Separate Cities Established

**4.** In what year did Kyronville first elect its own government?

11 **A.** 2800.
5 **B.** 2803.
7 **C.** 2850.
*76 **D.** 2880.

**5.** In 2850, Kyronville became too crowded. Because of this, what happened in 2900?

2 **A.** People watched more television.
12 **B.** A new government was formed.
7 **C.** People made plans to return to planet Earth.
*78 **D.** New communities were started.

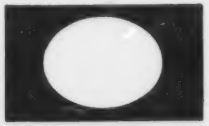
**6.** In 2803, gas was found on Kyron. How would this affect the people of Kyron?

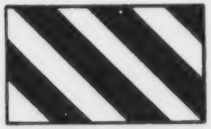
6 **A.** They would use animals to conserve energy.
19 **B.** They would use electricity to heat their domes.
*68 **C.** They would use gas to heat their domes.
6 **D.** They would tell stories about oil wells.

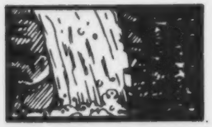
**7.** One of the new communities started was called "Glix". Glix had more water than Kyronville. Kyronville had more gas than Glix. How could Glix and Kyronville cooperate?

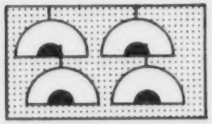
2 **A.** They could share a television station.
4 **B.** They could build a fence between them.
*68 **C.** They could trade water for gas.
25 **D.** They could share the same government.

**8.** Glix was famous for its clean water. It wanted to choose a flag for its new government. Which flag would be the best for the city of Glix?

**A.**
8


**B.**
7


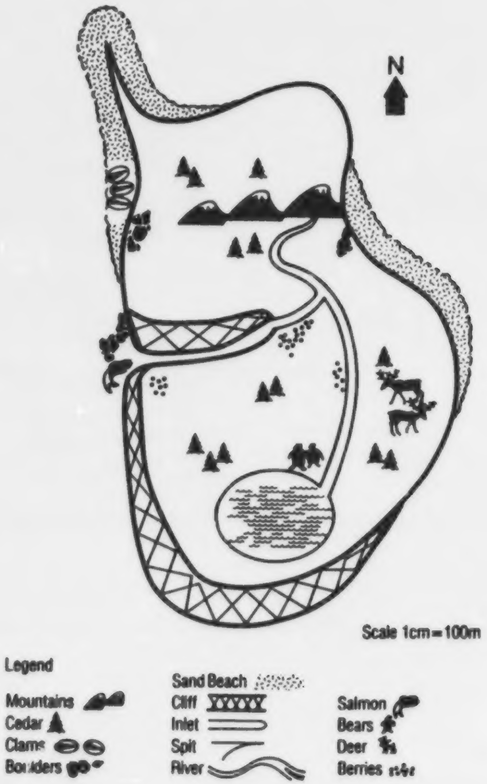
**C.**
*77


**D.**
7


## Rainy island

**Study the following map and information; then choose the BEST answer for questions 9 to 13.**

### Map of Rainy Island



You have been shipwrecked alone on Rainy Island. You have no idea when you will be rescued. You saved nothing from the ship. It is the middle of summer so you set off to explore this island. In about two hours you have walked around the whole island. No other people live on Rainy Island.

**9.** What would be the easiest source of food to obtain when you first arrive?

24 **A.** Salmon.
3 **B.** Bear.
*64 **C.** Berries.
7 **D.** Deer.

**10.** Which resource on the island could you use for clothing?

32 **A.** Sheep skins.
7 **B.** Whale hides.
5 **C.** Clam shells.
*55 **D.** Cedar bark.

**11.** After you were on the island for a few days, what resources would you use for a permanent shelter?

*59 **A.** Cedar trees.
18 **B.** Driftwood.
12 **C.** Deer hide.
10 **D.** Bear hide.

**12.** What would be a way of respecting and preserving the cedar trees you find on the island?

15 **A.** Chop the whole tree down.
*63 **B.** Use only small sections of bark.
4 **C.** Burn down the tree.
17 **D.** Cut off all the branches.

**13.** What additional information would you most like to have to plan your life on Rainy Island?

38 **A.** A road map.
4 **B.** A telephone book.
*38 **C.** A temperature graph.
19 **D.** A book about shipwrecks.

**14**

## Village of Taan

**Read the following information; then choose the BEST answer for questions 14 to 18.**

Taan was a coastal native Indian village long ago. Like people everywhere, the people of Taan required food, clothing and shelter to meet their basic needs.

**14.** How did the people of Taan meet their basic needs?

*71 **A.** They used what they found around them.
7 **B.** They caught whales.
12 **C.** They sewed buffalo skins.
9 **D.** They used trees and bushes.

**15.** There were many different jobs to be done in the village of Taan. Everyone took part in food gathering. Other jobs were done only by certain people because these people

*75 **A.** had special skills and abilities.
4 **B.** went to school and played games.
8 **C.** had a small family.
11 **D.** had enough food.

**16.** One of the families in the village of Taan needed a new canoe. There were no boat builders in this family. What would they do?

*71 **A.** Trade something for a new canoe.
5 **B.** Use money to buy a new canoe.
12 **C.** Use a different kind of boat.
10 **D.** Wait to see what happens.

**17.** What would happen if the women of the village did not gather cedar bark?

8 **A.** The trees would grow too large.
10 **B.** There would not be enough food.
15 **C.** The tribe could not carve totem poles.
*65 **D.** The tribe would not have any new clothes.

**18.** Why would a weaver strip only a small piece of bark from the tree?

*53 **A.** To avoid hurting the tree.
8 **B.** Because cedar bark was not very useful.
4 **C.** Because she didn't like cedar bark.
33 **D.** So there wouldn't be too much to carry.

**15**

## Lancaster and Tanu

**Read the following information; then choose the BEST answer for questions 19 to 22.**

An explorer, Joseph Lancaster, arrived from England without any knowledge of Canada. At Fort Michael, he was introduced to Tanu, his Indian guide.

**19.** During their trip, Tanu could help Lancaster by

*65 **A.** showing him how to travel.
4 **B.** buying him new shoes.
13 **C.** teaching him native songs.
16 **D.** asking questions about England.

On a warm summer day, while they were travelling down a river in their canoe, they came upon rapids. Unable to avoid the danger, their canoe was destroyed. Both Lancaster and Tanu swam safely to shore.

**20.** What is their **most important** problem if they want to continue their journey?

5 **A.** Planning their dinner.
5 **B.** Drying their clothes.
*29 **C.** Building another canoe.
58 **D.** Finding their way.

**21.** What would happen if they also lost their food in the river?

6 **A.** Tanu could walk back to the fort for food.
*60 **B.** Tanu could show Lancaster how the native people gather food.
6 **C.** Lancaster could buy more food.
27 **D.** Lancaster and Tanu might starve.

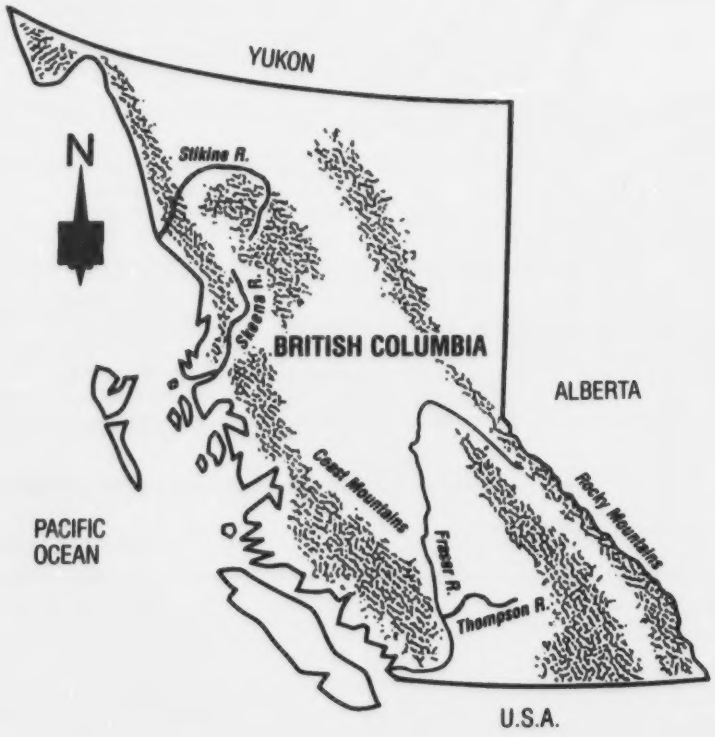
As they continued their journey north, Lancaster found that his clothes were not warm enough. By now he had come to rely on Tanu for his survival and asked Tanu to show him how to make warmer clothes.

**22.** Why does Lancaster ask Tanu for help?

*57 **A.** Tanu knows how to make clothes using animal skins.
6 **B.** Tanu had an extra sweater in his backpack.
30 **C.** Tanu is the only other person there.
5 **D.** Lancaster likes the way Tanu's clothes looked.

## Map of British Columbia

**Study the map; then choose the BEST answer for questions 23 to 26.**


YUKON
N
Stikine R.
Skeena R.
BRITISH COLUMBIA
ALBERTA
Coast Mountains
Rocky Mountains
Fraser R.
Thompson R.
PACIFIC OCEAN
U.S.A.

**23.** Which mountain range is closest to the Pacific Ocean?

3 **A.** Thompson.
9 **B.** Rocky.
7 **C.** Pacific.
*78 **D.** Coast.

**24.** Which mountain range is found on the east side of British Columbia?

5 **A.** Pacific.
11 **B.** Coast.
6 **C.** Fraser.
*76 **D.** Rocky.

**25.** Fraser is the name of

3 **A.** an island.
6 **B.** a mountain.
3 **C.** a town.
*86 **D.** a river.

**26.** The Skeena River flows into

*73 **A.** the Pacific Ocean.
7 **B.** the Rocky Mountains.
13 **C.** Yukon.
4 **D.** Alberta.

## Skunk Hollow

**Read the following information and choose the BEST answer for questions 27 to 30.**

There are old neighbourhoods on both sides of the river in Georgetown. Skunk Hollow is one of them. Some houses need fixing up, but the people like living there.

Many people live in apartments in downtown Georgetown. They would like more parks. There are parks along parts of the river. Some people would like to tear down the old houses in Skunk Hollow to make a park all along the river. But the people in Skunk Hollow don't want to move.

**27.** Why do these two groups of people disagree on how to use the land by the river?

*53 **A.** They like and need different things.
11 **B.** They do not like one another.
12 **C.** Some people want to make more money.
20 **D.** Some people don't like the neighbourhood.

**28.** What might happen to the people in Skunk Hollow if their houses are torn down?

19 **A.** They might build a new house in the same place.
*66 **B.** They might have to move to a place they didn't like.
6 **C.** They wouldn't care because the houses are old.
5 **D.** They could plant more trees.

**29.** What could the people in Skunk Hollow do to prevent their homes from being torn down?

*68 **A.** They could explain their problem to the government.
14 **B.** They could buy all of the land along the river.
5 **C.** They could cut down all the trees in the parks.
9 **D.** They could talk to the police.

**30.** Which is a possible solution to this problem?

*50 **A.** The government could provide more parks and open space in the downtown area.
6 **B.** The government could take away the homes along the river.
22 **C.** The government could build homes for everyone along the river.
17 **D.** The government could build more apartments downtown.

## Jobs people do

**31.** Here is a list of four of the many jobs that are done in a city. Which job is done by a worker for the health department?

10 **A.** Removing snow from streets.
21 **B.** Repairing water pipes.
6 **C.** Repairing T.V. sets.
*58 **D.** Inspecting restaurants.

**32.** Which person is the leader of a town or city council in British Columbia?

38 **A.** The Prime Minister.
*51 **B.** The Mayor.
4 **C.** The police chief.
2 **D.** The school principal.

**33.** Which job is done by someone working for a Canadian town or city council?

12 **A.** Clerk in a food store.
*53 **B.** Fire fighter.
20 **C.** Telephone repairer.
9 **D.** Gas station worker.

**34.** The most important person in a court of law for making sure that a trial is fair and run according to the rules is

7 **A.** a jury member.
10 **B.** the lawyer.
*73 **C.** the judge.
6 **D.** the person on trial.

## Playground fun

**Read the information about the playground; then choose the BEST answer for questions 35 to 40.**

Sandeep and Michele notice that something is happening on the playground at Northland Elementary School. Because there are not enough activities for all students to do at lunch hour, the adventure playground becomes overcrowded. Fights are breaking out among children.

Michele and Sandeep know there are problems. They learned in class that they can overcome a problem if they have a plan. First they must identify the problem.

**35.** The main problem on the playground at Northland Elementary School is that

9 **A.** playing soccer takes up too much room.
13 **B.** the adventure playground is broken.
6 **C.** the basketball team is taking all the space.
*67 **D.** the students do not have enough to do at lunch hour.

**36.** Fights are breaking out at the adventure playground because

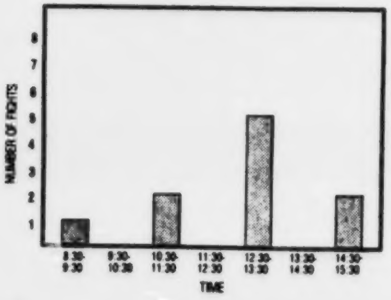
*74 **A.** it is too crowded.
10 **B.** Sandeep called Michele a name.
5 **C.** fighting is a good form of exercise.
6 **D.** some students go home for lunch.

This graph shows when the most fights take place.

**37.** What time of day has the greatest number of fights?

4 **A.** 8:30 - 9:30.
7 **B.** 10:30 - 11:30.
*79 **C.** 12:30 - 13:30.
4 **D.** 14:30 - 15:30.

**Fights at Northland Elementary**
**Before Sandeep's Plan**



Sandeep is running for class president. He thinks that he could be elected because of his idea to organize more playground activities. He makes an election speech at a class meeting. Students vote and Sandeep wins the election. His first job as president is to get help with his idea.

**38.** What should Sandeep do first to get help with his idea of organizing more playground activities?

8 **A.** Do research in the library.
*57 **B.** Share his idea with his classmates.
25 **C.** Talk to the mayor.
4 **D.** Write a note to himself.

Mr. James volunteers to teach some Grade 7 students special games so that they can teach other children. These student leaders will go out at recess and lunch hour and organize games for all the other children.

**39.** What do you think would happen next?

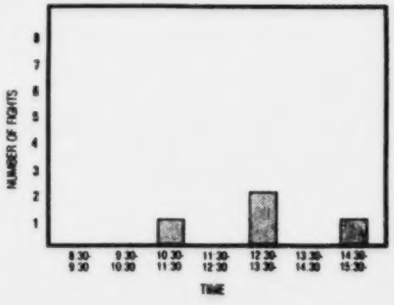
5 **A.** Students would make more graphs of conflict.
10 **B.** More students would play at the adventure playground.
*74 **C.** Students would play more games and fight less.
5 **D.** Sandeep would join soccer.

Sandeep made a graph in math class to show the change in the number of fights on the playground after the students started playing the new recess and lunch hour games.

**40.** What do you notice about the number of fights at lunch hour after the students started playing the new games?

8 **A.** There were more fights.
*75 **B.** There were fewer fights.
6 **C.** Students went home for lunch.
5 **D.** Sandeep's plan did not work.

**Fights at Northland Elementary**
**After Lunch Hour Games**



# BRITISH COLUMBIA
# ASSESSMENT OF
# SOCIAL STUDIES
# 1989

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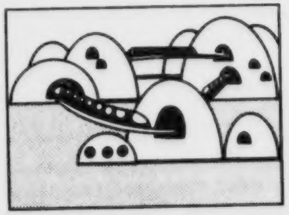
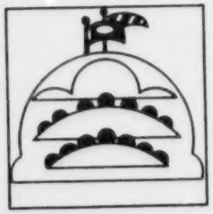




· MINISTRY OF EDUCATION ·

STUDENT ASSESSMENT

Province of

## Skateboarding

**Read the following information; then choose the BEST answer for questions 1 to 3.**

The city of Carlmont has a lot of children who like to skateboard on the streets and sidewalks. Store owners as well as people walking on the sidewalks have complained. People driving in their cars are worried about hitting these skateboarders.

1. What problem is happening in Carlmont?

5 **A.** Stores are being broken into.
•83 **B.** Skateboarders and other people are getting in each other's way.
8 **C.** There are too many cars on the street.
4 **D.** The city needs more street lights.

2. Which one of these is a possible way of solving Carlmont's problem?

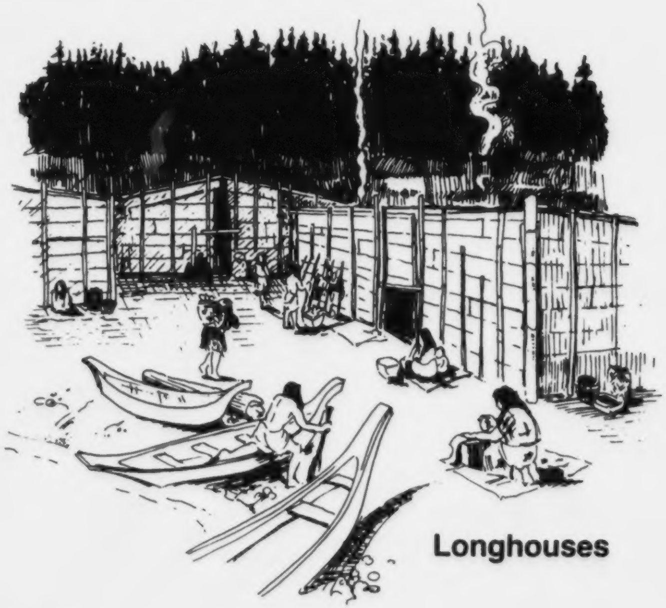
•87 **A.** Skateboarders could have their own place to skateboard.
3 **B.** People walking could be kept off the sidewalk.
2 **C.** Store owners could yell at the skateboarders.
8 **D.** Stores could stop selling skateboards.

3. A park has been built to give young people a place to skateboard. In order to be safe and enjoy the park, it would be helpful for skateboarders to

4 **A.** charge money to get into the park.
3 **B.** ban skateboarding.
2 **C.** have a party.
•90 **D.** have skateboarding rules.

## Longhouses

**Study the picture; then choose the BEST answer for questions 4 to 6.**



4. These longhouses are made from

6 **A.** branches.
1 **B.** stones.
•84 **C.** cedar trees.
8 **D.** willow trees.

5. A possible reason why these native people built their village here is because

6 **A.** the government told them to.
2 **B.** they were tired of working.
16 **C.** they thought it was a pretty place
•75 **D.** it is close to the sea.

6. Which statement about this native village is a **fact** rather than an opinion?

42 **A.** The people are happy.
*48 **B.** The people have different jobs.
4 **C.** The people are relaxing.
5 **D.** The people are unskilled.

## Oil!

**Read the following information; then choose the BEST answer for questions 7 to 10.**

The hunting ground of some Native people is going to be used by an oil company for oil exploration. The government has given permission to the oil company to do this. A speaker from the Native people is going to present their views to the government.

**7.** What problem needs to be solved?

13 **A.** The Native people want to live on this land all year long.
18 **B.** The oil company wants to buy all the land in the north.
24 **C.** The government wants to move the Native people.
*44 **D.** The government and the Native people have to decide who has control of this land.

**8.** What would happen if the Native people were against the use of the land by the oil company?

5 **A.** The Native people would find jobs in the city.
27 **B.** The Native people would hunt somewhere else.
*56 **C.** The oil company may be asked to choose another place.
11 **D.** The oil company would hire Native people.

**9.** What would happen to the Native people if the oil company destroyed the environment?

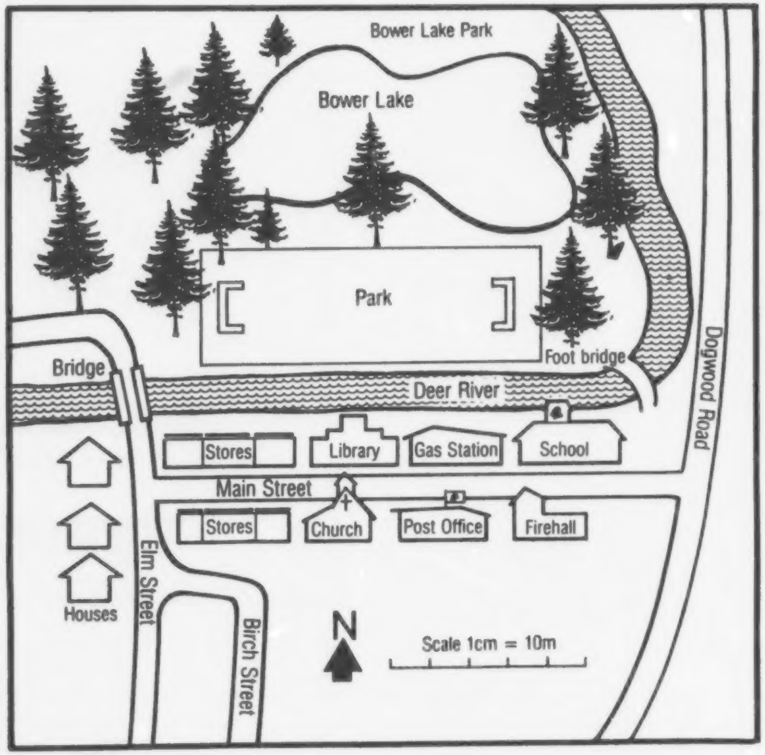
4 **A.** They would have good hunting.
*76 **B.** They would be forced to find another hunting ground.
6 **C.** They would make more money.
12 **D.** They would keep their traditions.

**10.** What would the speaker for the Native people say to the government?

*72 **A.** The land belongs to us. We've always used it.
3 **B.** The oil company should have the land.
16 **C.** The government should decide who should use the land.
7 **D.** The land belongs to the government. They can use it.

## Deerford

**Study the map; then choose the BEST answer for questions 11 to 15.**


Bower Lake Park
Bower Lake
Park
Foot bridge
Bridge
Deer River
Dogwood Road
Stores
Library
Gas Station
School
Main Street
Stores
Church
Post Office
Firehall
Houses
Elm Street
Birch Street
N
Scale 1cm = 10m

**Deerford**

The town of Deerford is a good place to live. There is a downtown shopping area, a beautiful lake for fishing and swimming, and a large park where children play soccer, tennis and softball. Mr. King has come to Deerford, wanting to build a new shopping mall.

**11.** If Mr. King built the shopping mall on the north side of Deer River, what problem would this cause?

*77 **A.** The park would be destroyed.
4 **B.** There would be more parking.
12 **C.** Some people would have to move.
7 **D.** There would be more jobs.

**12.** What would be the fairest way to decide where the new mall should be built?

4 **A.** Make the sports teams move to a new park.
*73 **B.** Ask all the people who live in Deerford to decide.
8 **C.** Ask the store owners to decide.
14 **D.** Let Mr. King decide by himself.

**13.** If the shopping mall is built, the downtown store owners say they would

15 **A.** have to tear down their houses.
*60 **B.** lose many of their customers.
12 **C.** have to build a new bridge.
12 **D.** have to move the school.

**14.** If the shopping mall is built, why would the townspeople be happy?

*78 **A.** There would be more choice in shopping.
4 **B.** They would all become rich.
3 **C.** They could play softball in their backyard.
15 **D.** There would be longer shopping hours.

**15.** Choose a possible solution to the problem of where to build the new mall.

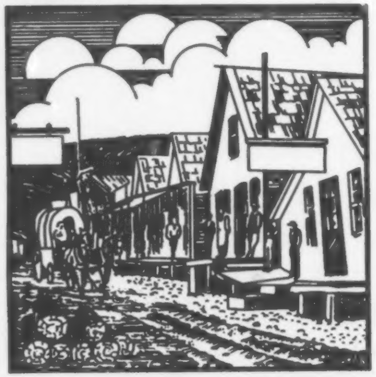
*73 **A.** The shopping mall could be built on another site.
3 **B.** The town could move.
15 **C.** The town could build new roads.
8 **D.** The people could elect a new mayor.

## Barkerville

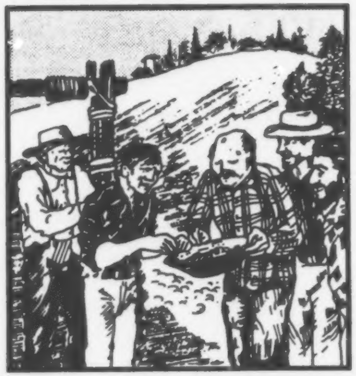
**Study the pictures below; then answer questions 16 and 17.**

### BARKERVILLE

Picture One



Picture Two



**16.** Look at Picture Two. What are the people doing?

4 **A.** They are making soup.
*91 **B.** They are looking at the gold.
2 **C.** They are playing a game.
1 **D.** They are washing clothes.

**17.** Why did people live in this town?

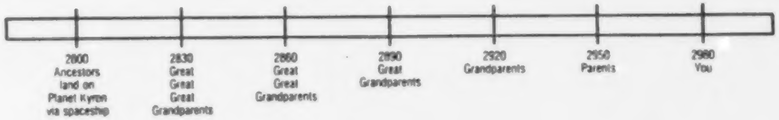
*78 **A.** They discovered gold near the town.
4 **B.** The mountains are beautiful.
14 **C.** They were too poor to move to a big city.
3 **D.** They were too tired to go any further.

## Kyronville

**Study the timeline; then choose the BEST answer for questions 18 to 20.**

You were born on the Planet Kyron in the year 2980. Your ancestors settled on Kyron many years before.

This timeline shows when your ancestors were born.


2800
Ancestors land on Planet Kyron via spaceship
2830
Great Great Great Grandparents
2860
Great Great Grandparents
2890
Great Grandparents
2920
Grandparents
2950
Parents
2980
You

**18.** In what year were your grandparents born?

6 **A.** 2800.
5 **B.** 2860.
7 **C.** 2890.
*80 **D.** 2920.

**19.** How old were your parents when you were born?

27 **A.** 20.
*61 **B.** 30.
7 **C.** 50.
2 **D.** 90.

**20.** According to the timeline, if you were to become a great great grandparent, about how many years would it take?

8 **A.** 30 years.
29 **B.** 60 years.
*47 **C.** 120 years.
14 **D.** 200 years.

## Canada

**Choose the BEST answer for questions 21 to 26.**

**21.** The head of the Canadian government is the

32 **A.** President.
10 **B.** Premier.
•42 **C.** Prime Minister.
15 **D.** Mayor.

**22.** The head of the British Columbia government is the

32 **A.** Prime Minister.
20 **B.** President.
14 **C.** Queen.
•32 **D.** Premier.

**23.** The capital of Canada is

12 **A.** Ontario.
7 **B.** Toronto.
26 **C.** Victoria.
•53 **D.** Ottawa.

**24.** The price of the toy car Bobby bought was $1.10. He also had to pay 7 cents tax. This tax will go to

•72 **A.** the government.
10 **B.** the toy maker.
12 **C.** the storekeeper.
4 **D.** Bobby's mother.

**25.** The **main group** which provides people with food, shelter and child care is

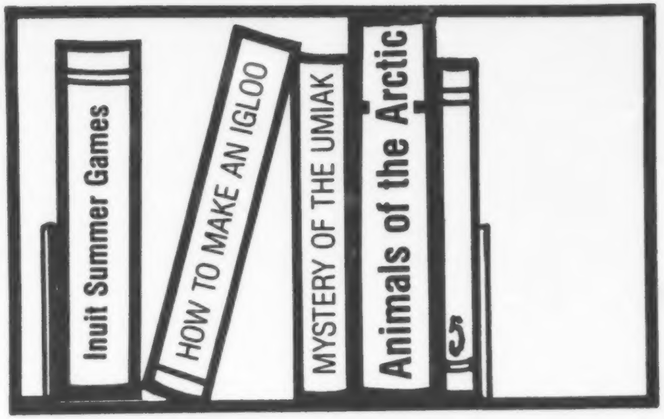
•46 **A.** the family.
4 **B.** the school.
30 **C.** the armed services.
18 **D.** the church.

**26.** The **main group** which enforces laws protecting people and property in a town or city is

5 **A.** the family.
11 **B.** the armed services.
3 **C.** the church.
•79 **D.** the police.

## Library

**Study the titles of these books; then choose the BEST answer for questions 27 to 29.**



**27.** Which book would be found in the **fiction** section of your library?

•60 **A.** Mystery of the Umiak.
10 **B.** Inuit Summer Games.
18 **C.** Animals of the Arctic.
10 **D.** How to Make an Igloo.

**28.** In which book would you likely find information on how the Inuit used Caribou?

6 **A.** How to Make an Igloo.
15 **B.** Inuit Summer Games.
6 **C.** Mystery of the Umiak.
•70 **D.** Animals of the Arctic.

**29.** In which book would you likely find samples of Inuit legends?

8 **A.** How to Make an Igloo.
31 **B.** Inuit Summer Games.
• 9 **C.** Animals of the Arctic.
50 **D.** Mystery of the Umiak.

18

## T.V. watching

**Choose the BEST answer for questions 30 and 31.**

**30.** Susan and John are allowed one hour each day of television viewing time. After school John chose a half-hour cartoon comedy show. Susan chose to watch a half-hour news show. John chose to watch a cartoon because he wanted

*84 **A.** to be entertained.
3 **B.** to learn about the weather.
5 **C.** to learn about world events.
6 **D.** to gather information.

**31.** Susan chose to watch a news show because she had to share a current events item in school the next day. While she is watching, the power goes out and the television no longer works. Where else can Susan go to find this same information?

5 **A.** Video.
*85 **B.** Newspaper.
2 **C.** Comic book.
5 **D.** Novel.

19

## The mayor

**Read the following information; then choose the BEST answer for questions 32 to 35.**

Your class is studying the roles people play in your community. Your class has invited Ms. Chan, the Mayor, to visit your classroom.

**32.** The purpose of inviting the Mayor, Ms. Chan, is

8 **A.** to arrange a trip for the class.
5 **B.** to see what Ms. Chan looks like.
6 **C.** to ask Ms. Chan about the school picnic.
*79 **D.** to find out the duties of the Mayor.

**33.** After Ms. Chan has explained her role, a good question to ask would be

6 **A.** Why was the bank robbed?
*81 **B.** How are laws made for our town?
4 **C.** How do you fix a broken arm?
6 **D.** Where do you live?

34. After Ms. Chan has left, you will know more about

*84 **A.** what a Mayor does everyday.
4 **B.** how a Mayor buys clothes.
4 **C.** where a Mayor goes on holidays.
5 **D.** why a Mayor gets angry.

**35.** If you had to write a report on your interview with the Mayor, what would you title it?

3 **A.** Where the Mayor Shops.
4 **B.** Jobs the Mayor Hates.
4 **C.** The Mayor Goes on Vacation.
*85 **D.** Role of the Mayor.

20

## Talbot town

**Read the following information; then choose the BEST answer for questions 36 to 40.**

The people of Talbot enjoy their community because it has fresh, clean air and the river provides them with fish. Near the town of Talbot, a large company has decided to open a gold mine. This mine will be built next to Green River. Many changes will now take place in Talbot.

**36.** Why would the townspeople be happy that the gold mine is opening up in their town?

*52 **A.** The mine will bring new jobs and people to the town.
26 **B.** Everyone in the town will be rich.
16 **C.** The people will be able to sell gold nuggets.
2 **D.** People will have more time to watch T.V.

**37.** Shortly after the opening of the gold mine, the Fish and Wildlife Office found many dead fish in Green River. What was the problem?

*82 **A.** The mine was polluting the river.
5 **B.** The water was too cold.
5 **C.** The fish were getting too old.
4 **D.** Kids were playing in the river.

**38.** How might the townspeople try to solve the problem of dead fish?

*72 **A.** Talk with the mine manager.
14 **B.** Try to catch all the fish before they die.
3 **C.** Do nothing.
6 **D.** Do not eat any more fish.

**39.** What would happen if the mine were to close?

17 **A.** There would be no gold to make jewelry.
*68 **B.** People would lose their jobs at the mine.
6 **C.** The mine workers would have a holiday.
4 **D.** The stores could stay open on Sunday.

**40.** Why did the people of Talbot decide to keep the mine open?

7 **A.** The mayor said so.
7 **B.** The townspeople liked wearing gold jewelry.
3 **C.** The mine buildings were nice looking.
*80 **D.** The mine brought more business and money to the town.

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

## 7R

GRADE 7
FORM R

· MINISTRY OF EDUCATION ·

STUDENT ASSESSMENT

Province of British Columbia

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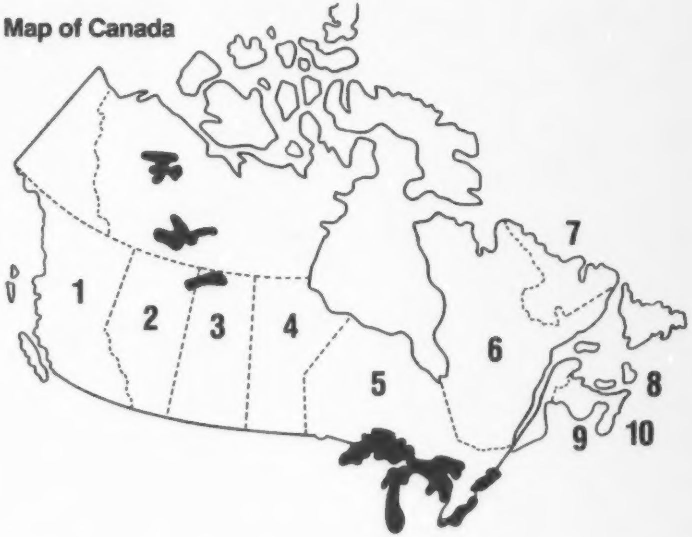
ACHIEVEMENT

## Canada

**Choose the BEST answer for questions 1 and 2.**

### Map of Canada



1. Which numbered area in the above map represents British Columbia?

*96 A. 1.
2 B. 2.
1 C. 5.
1 D. 6.

2. The Atlantic Ocean borders on Canada. Which other two oceans also border on Canada?

8 A. The Southern and the Pacific.
9 B. The Pacific and the Indian.
5 C. James Bay and Hudson Bay.
*78 D. The Arctic and the Pacific.

## A burial ground

**Read the following account; then choose the BEST answer for questions 3 to 7.**

A large factory is being planned. As the company begins excavating, remains of a native burial ground are discovered. Work stops on the project while the native group tries to persuade the town council not to move the bodies, and to declare the area a heritage site. The factory owners are willing to allow the bones to be moved to a different site, but insist that the project continue.

**3.** Which question states the conflict between the factory owners and the native people?

17 **A.** Should the bones be moved to a new place?
9 **B.** Should factories be renovated or moved?
11 **C.** Does council need more information to make a decision?
*62 **D.** Should the preservation of heritage sites be more important than building the factory?

**4.** The factory owners suggest that the remains be uncovered and transported to another native burial ground. What is the **strongest** reason the factory owners could give to the native people?

6 **A.** This solution would please the town council.
10 **B.** This solution would not cost very much.
*71 **C.** This solution shows respect for the natives' beliefs and allows the factory to be built.
13 **D.** This solution shows that this is not a good site for a factory.

**5.** The native people suggest that the city council buy the factory site from the owners and turn the graveyard into an historic landmark. What reason for this would the native people give to city council?

4 **A.** Graveyards should be located in cities where there are many people.
7 **B.** This factory would not employ many workers and will go out of business.
*85 **C.** Graveyards are important to native culture and should not be disturbed.
4 **D.** Native people should be involved in construction work.

**6.** City council invited people to speak about the issue. Which statement made at the meeting is a **fact**?

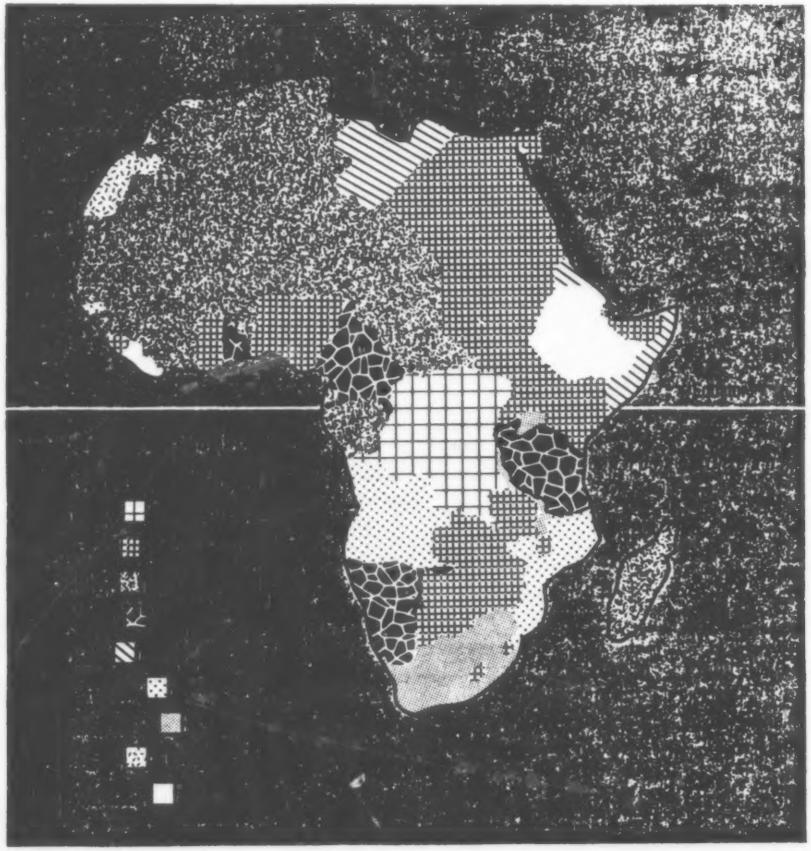
*70 **A.** Factories will provide employment.
6 **B.** Native land claims are not important.
17 **C.** Factory owners don't care about native groups.
7 **D.** Councils are not capable of making good decisions.

7. Why is this situation a difficult problem to resolve?

8 **A.** There is no land available to which to move the burial ground.
*78 **B.** People must choose between cultural traditions and economic growth.
10 **C.** The factory owners have no other choice but to locate there.
4 **D.** No one cares about the issue.

## Africa

**Study this map; then answer questions 8 and 9.**



**8.** What does this map tell you about the political situation of Africa in 1914?

- *71 **A.** Many European countries had taken control of the African countries.
- 11 **B.** The Europeans wanted to decrease the number of African countries.
- 7 **C.** The African countries liked being governed by the Europeans.
- 10 **D.** The Europeans wanted to give the African countries their independence.

**9.** In recent years almost all African countries have become independent from the European countries that once governed them. This means that

- 8 **A.** the African people now always agree with one another.
- 13 **B.** the European countries still can decide what African people should do.
- *65 **C.** the decisions about government are made by people who live in the African country.
- 12 **D.** the Europeans did not want anything more to do with the African countries.

## Gold rush

**Read the following information about prospectors and answer questions 10 to 14.**

In 1858, many prospectors left California to go to the Thompson and Fraser Rivers where gold had been discovered. They could follow the Fraser River but there were few roads and no towns in the area. Native Indians living there had little contact with outside groups. Since canoes and mules were a means of transportation at that time, supplies were scarce.

**10.** Which statement **best** illustrates the first problems faced by the miners?

*82 **A.** Travelling and obtaining supplies.
7 **B.** Getting lost in the forests.
5 **C.** Helping the native groups because they were starving.
5 **D.** Selling the gold to the natives.

**11.** Transportation problems meant that

8 **A.** there was lots of room in the canoes.
*66 **B.** supplies were very expensive.
11 **C.** wealthy prospectors could not afford the supplies.
14 **D.** the natives bought most of the supplies.

**12.** When the prospectors arrived, arguments developed among the prospectors and with the natives over mining claims. The government decided to

6 **A.** buy as much gold as it could.
6 **B.** open schools for the natives.
21 **C.** send more supplies to the area.
*67 **D.** develop rules for gold mining.

Gold mining developed in the Cariboo. Travelling to the Cariboo was very difficult and lengthy, taking over six weeks to go from Victoria to Williams Creek. Food was costly. Governor James Douglas decided to build a road to the Cariboo.

**13.** Which statement describes the **most** likely result of the road being built?

6 **A.** Most miners still preferred to travel by water.
*74 **B.** Travel was easier, quicker and supplies became cheaper.
13 **C.** The cost of canoes and supplies increased.
7 **D.** Governor James Douglas regularly travelled to the Cariboo.

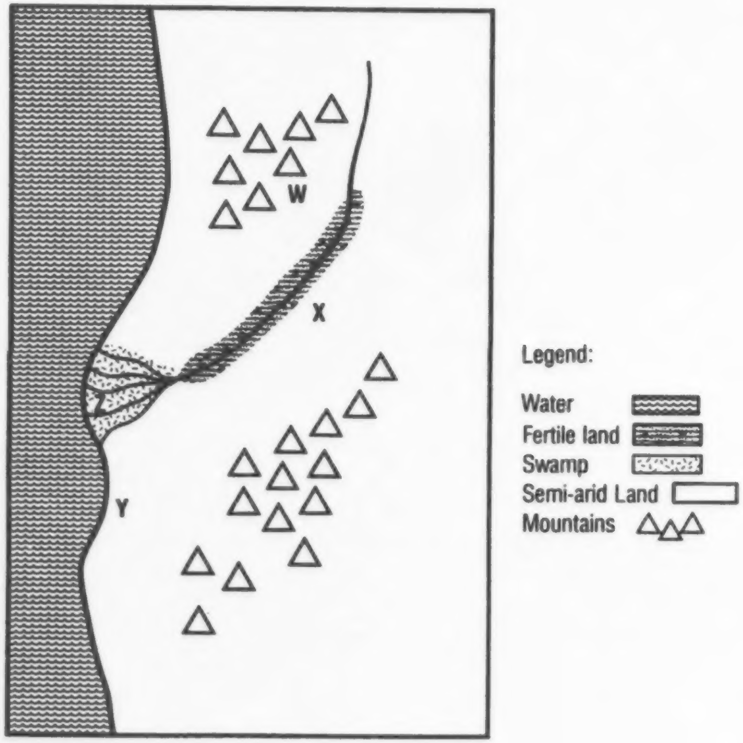
**14.** Barkerville developed into a busy town at the height of the Cariboo Gold Rush. New industries and businesses were established to look after the needs of the miners. What do you think happened after all the gold mines were finished?

11 **A.** The miners all decided to become farmers.
*71 **B.** Most of the miners and the local businesses moved away.
9 **C.** Everyone stayed, although no one had any money.
9 **D.** The people no longer needed to work.

## The ancient Oldians

**A civilization of people called "Oldians" lived in an area called "Old". Using the information provided, choose the BEST answer for questions 15 to 18.**

### Map of Old



**15.** The Oldians have come to live in the area marked "X", shown on the map. Which factor most affected their choice of a place to live?

11 **A.** Protection from enemies.
*76 **B.** Closeness of productive farmland.
8 **C.** Availability of wood to build houses.
4 **D.** Closeness to roads and bridges.

**16.** The Oldians produce more food than they need. To take advantage of the surplus, they have to plan a way to

8 **A.** transport people around the country.
4 **B.** change their eating habits.
*81 **C.** store the food for use later.
6 **D.** grow more than they do now.

**17.** The Oldians invented a calendar to help them

9 **A.** use sundials and sand clocks.
5 **B.** remember marriages and birthdays.
*81 **C.** predict the changes of the seasons.
4 **D.** organize their slaves.

**18.** The king of the Oldians was asked by the people to deal with a wide variety of problems. He decided to create some laws. These laws would help to

*68 **A.** maintain social order.
9 **B.** find new methods of farming.
10 **C.** find jobs for the poor.
12 **D.** create more concerns among the people.

## Law and government

**Choose the BEST answer for questions 19 to 24.**

**19.** Laws should

3 **A.** take advantage of other people.
*92 **B.** provide protection and security.
3 **C.** give policemen jobs.
2 **D.** make lawyers rich.

**20.** Among other things, democracy means that

11 **A.** people from other countries are allowed to move to Canada.
4 **B.** children must attend school until age 15.
7 **C.** laws are made by one person.
*77 **D.** citizens have the right to vote in elections.

**21.** Laws are

*78 **A.** regulations to govern the behaviour of people.
3 **B.** made by the police.
16 **C.** formed by Canadian political parties.
3 **D.** only found in democratic societies.

**22.** Which statement about Parliament is true?

*51 **A.** The leader of the political party in power is head of the government.
27 **B.** The Prime Minister is elected by members of Parliament.
13 **C.** The premiers elect the head of government.
8 **D.** The opposition parties choose the Prime Minister.

**23.** Democratic elections usually involve campaigns. The purpose of a campaign is for the candidates to explain

8 **A.** why education is important.
*82 **B.** what they plan to do if they are elected.
5 **C.** why religion is important.
5 **D.** the geography of Canada.

**24.** Which statement about Canadian politics is true?

*71 **A.** Canada has a democratic system of government.
7 **B.** There is only one political party.
15 **C.** The federal government is responsible for all things.
6 **D.** The mayor is the head of the country.

## Cultures

**Choose the BEST answer for questions 25 to 27.**

**25.** Why might immigrants wish to be near other people who have come from the same country?

6 **A.** It would be easier to learn a new language.
*86 **B.** They would feel more comfortable with people who share the same customs (or culture).
3 **C.** The children would have more places to play.
5 **D.** It would be easier for people to go to work.

**26.** The Haida Indians decorated their blankets with many buttons. French fashion designers make new colourful dresses each year. These examples show that

5 **A.** French designers produce better clothes than the Haida.
5 **B.** clothing should be colourful.
5 **C.** the Haida Indians sell their blankets abroad.
*84 **D.** clothing is one way a culture expresses itself.

**27.** In many cultures, slow, deep-toned music is played on sad occasions. Quicker, lively music is usually played at weddings and other festive occasions. This shows that music

*89 **A.** expresses people's feelings.
4 **B.** is only played at weddings and funerals.
3 **C.** is not enjoyable.
3 **D.** is usually sad.

## Canada or Thailand?

**Study the following chart and answer questions 28 and 29.**

| | THAILAND | CANADA |
|---|---|---|
| Area | 513 465 km² | 9 976 185 km² |
| Population | 52.8 million | 25.6 million |
| Capital | Bangkok | Ottawa |
| Main Religion | Buddhism | Christianity |
| Main Industries | farming | manufacturing |
| Currency (money) | baht | dollar |

**28.** Based on the chart above, which question could be answered?

6 **A.** How many schools are in Thailand?
9 **B.** Who is the leader of Canada?
*78 **C.** What is the capital of Thailand?
6 **D.** How many churches are in Canada?

**29.** Based on this chart, which statement is **most likely** true?

*67 **A.** There are more farmers in Thailand than Canada.
13 **B.** A dollar in Thailand can buy many items.
12 **C.** Thailand is a democracy
6 **D.** Thailand and Canada are in North America.

## Leaving home

**Read the following stories; then choose the BEST answer for questions 30 to 33.**

**The Romaniuks**

Nicholas and Mary Romaniuk, a young married Ukrainian couple, were in their early twenties when they decided in 1899 to make their home in Canada...

Nicholas and Mary saw little future for themselves in their village in the Ukraine. They had a small piece of land, less than ten acres, that Nicholas had inherited from his father. It was difficult to provide for themselves from the land...

In Canada, a couple soon could own more land than in the Ukraine if they worked hard. Their future children would have land of their own when they grew up.

**The Omuras**

Mankichi Omura worked hard in his father's field in Japan. It was 1908 and Mankichi was seventeen years old. As he worked, he thought about the stories he had heard the night before. A Japanese neighbour had just come back from Canada and spoke about the wonders of a place called British Columbia. Salmon by the thousands came swarming in the river mouth. Giant trees were chopped down to make lumber. There was plenty of land. Everyone had a chance to make money.

Mankichi thought of his future in Japan. It was difficult to make a good living. Why not go to Canada, get a good job and return to Japan in five years with plenty of money to help his family?

**30.** Which statement shows the problem that is common to the characters in both stories?

7 **A.** They didn't like the governments in their homelands.
•67 **B.** There were few opportunities to prosper in their homelands.
7 **C.** They were wanted by the police in their countries.
16 **D.** They were young and wanted to try a career other than farming.

**31.** Immigrants to Canada such as the Romaniuks and Mr. Omura faced similar hardships and challenges. They had to endure a difficult voyage. They didn't speak English and, in Canada, they faced different cultural ways. What is another challenge they would have had to face?

17 **A.** Overcrowding in Canada due to the number of immigrants arriving.
9 **B.** Fear for one's safety because of storms at sea.
•66 **C.** Loneliness caused by separation from family and friends.
7 **D.** Fear of Canada being invaded by a foreign country.

**32.** Most early immigrants from Europe settled in the prairies because

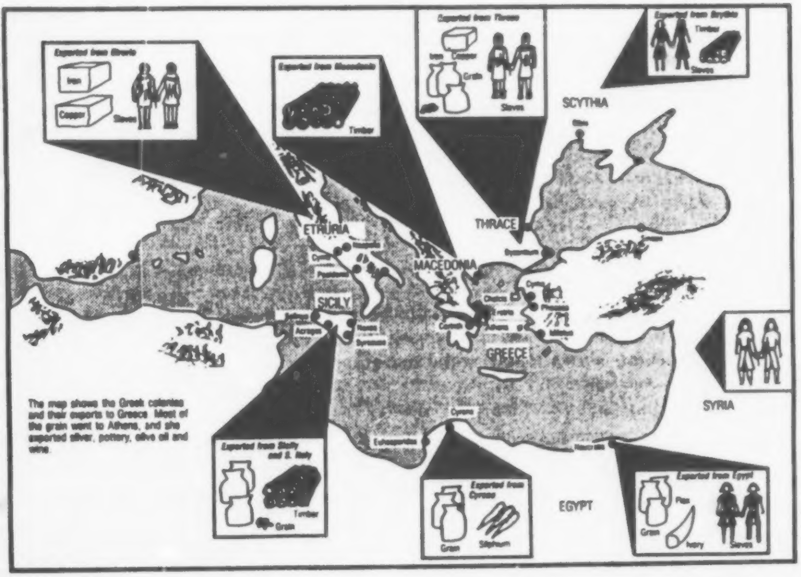
•61 **A.** land was cheap.
7 **B.** there were many religions.
11 **C.** many others lived there.
20 **D.** it had the best climate.

**33.** Mankichi Omura found that in 1908 British Columbia was like Japan in some ways. One similarity between B.C. and Japan was that

7 **A.** both are islands.
27 **B.** most people were farmers.
•38 **C.** many people fished for a living.
27 **D.** both had a large population.

## Greece

**Study the map below and choose the BEST answer for questions 34 to 36.**


Exported from Etruria
Iron
Copper
Slaves
Exported from Macedonia
Timber
Exported from Thrace
Iron
Copper
Grain
Slaves
Exported from Scythia
Timber
Slaves
SCYTHIA
THRACE
Byzantium
ETRURIA
MACEDONIA
SICILY
Corinth
Athens
Miletus
GREECE
Cyrene
SYRIA
EGYPT
Exported from Sicily and S. Italy
Grain
Timber
Exported from Cyrene
Grain
Silphium
Exported from Egypt
Flax
Grain
Ivory
Slaves

The map shows the Greek colonies and their exports to Greece. Most of the grain went to Athens, and she exported silver, pottery, olive oil and wine.

**34.** Look at this ancient map of Greece's major trading partners. Today, Etruria is called

•62 **A.** Italy.
18 **B.** Turkey.
8 **C.** France.
10 **D.** Spain.

**35.** Why did early Greece need so many goods from other regions?

10 **A.** They didn't have much money.
•76 **B.** They didn't have many natural resources.
7 **C.** They were very rich.
6 **D.** They already had everything they needed.

**36.** Why was Athens in a good place for trading?

22 **A.** There were natural resources there.
9 **B.** The Athenians were rich.
15 **C.** The Athenians had boats.
•53 **D.** It was centrally located.

**25**

## Japan

**Read the following paragraph; then choose the BEST answer for questions 37 to 40.**

A large part of Japan is covered by mountains and steep hills. Agricultural land is scarce. A new airport is needed near Tokyo but suitable land is presently occupied by farms.

**37.** What is the problem created by this situation?

18 **A.** There is not enough farmland in Japan.
•62 **B.** A decision must be made whether to use the farmland for the airport.
7 **C.** The airport is old and overcrowded.
10 **D.** There is a need for better airline service in Japan.

**38.** What would be the **best** solution to the problem from the point of view of the farmers?

7 **A.** Give their land to the government.
19 **B.** Find another place for their farms.
•67 **C.** Find another place for the airport.
5 **D.** Build the airport themselves.

**39.** What would be the **best** solution from the point of view of the Airline Companies?

8 **A.** Help the farmers to keep their land.
8 **B.** Not allow any farming near Tokyo.
11 **C.** Delay the construction of the airport.
•70 **D.** Buy the land from the farmers.

**40.** What additional information would be useful in making a decision about this problem?

12 **A.** Do the Airline Companies need new employees?
16 **B.** Do the farmers have much money?
•62 **C.** Is there any non-agricultural land available close to Tokyo?
9 **D.** Do the farmers pay much money in taxes?

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

## 7S

GRADE 7
FORM S

· MINISTRY OF EDUCATION ·
Province of British Columbia
STUDENT ASSESSMENT

ACHIEVEMENT

## Geographical terms

**Choose the BEST answer for questions 1 to 3.**

**1.** Which word refers to rainfall?

2 **A.** Thermometer.
*86 **B.** Precipitation.
3 **C.** Celsius.
8 **D.** Evaporation.

**2.** A civilization would establish itself on a river delta because

3 **A.** it provides protection from neighbouring enemies.
5 **B.** it is closer to other civilizations for trade.
5 **C.** it has a suitable climate.
*86 **D.** it provides water for irrigation and transportation.

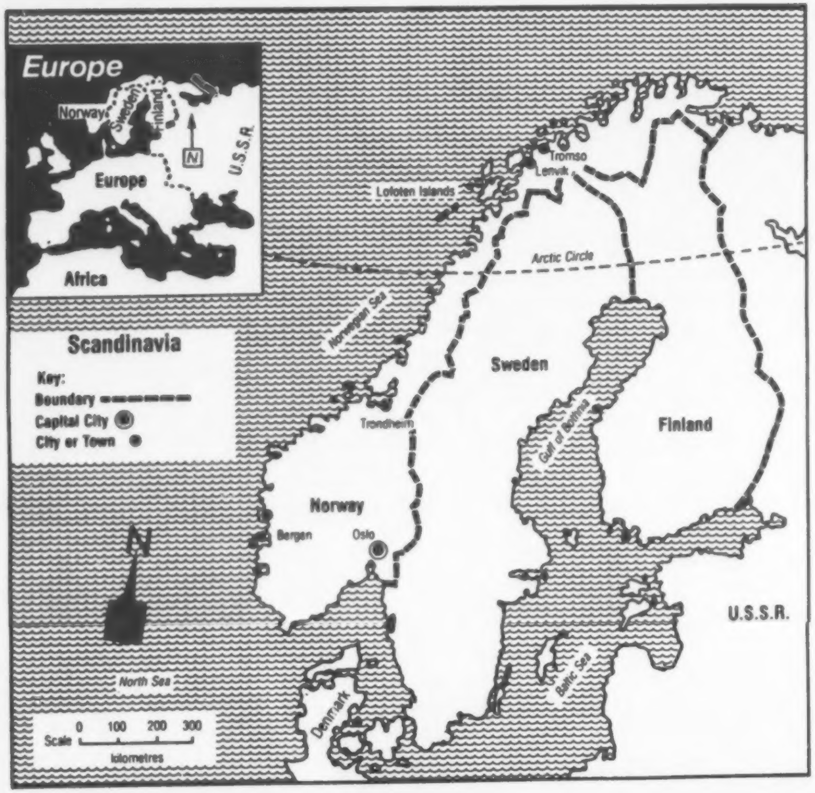
**3.** A rain forest is

3 **A.** a country.
17 **B.** a climate.
3 **C.** a physical activity.
*77 **D.** a physical environment.

**10**

## Scandinavia

**Study the following map; then choose the BEST answer for questions 4 to 7.**


Europe
Norway
Sweden
Finland
N
U.S.S.R.
Europe
Africa
Scandinavia
Key:
Boundary ▬▬▬▬
Capital City ◉
City or Town ●
Lofoten Islands
Tromso
Lenvik
Arctic Circle
Norwegian Sea
Sweden
Trondheim
Gulf of Bothnia
Finland
Norway
Bergen
Oslo
N
U.S.S.R.
North Sea
Baltic Sea
Denmark
Scale 0 100 200 300
kilometres

**11**

**4.** Which city is a capital city?

1 **A.** Bergen.
7 **B.** Norway.
*91 **C.** Oslo.
1 **D.** Trondheim.

**5.** Which one of the following is the symbol for a boundary?

0 **A.** └──┴──┴──┘
*92 **B.** ▬▬▬▬▬▬
1 **C.** ≈≈≈≈≈≈
6 **D.** – – – – – –

**6.** Which two countries share a boundary?

*84 **A.** Sweden and Finland.
3 **B.** Sweden and U.S.S.R.
6 **C.** Denmark and Norway.
6 **D.** Denmark and Sweden.

**7.** Approximately how many kilometres is it from Oslo to Bergen?

*73 **A.** 300 km.
14 **B.** 200 km.
6 **C.** 400 km.
7 **D.** The map does not tell us.

12

## A remote tribe

**Read the following account; then answer questions 8 to 10.**

Construction crews making a highway through the rain forest have recently discovered a tribe living in a remote area. These natives have had no previous contact with other groups of people. They move through the rain forest in search of food. They catch fish, hunt small animals and gather edible roots and berries. They make and use only a few simple tools and weapons, all made from wood, vines and stone.

The government of the country wants settlers to move to this area. It hopes to turn the rain forest into a prosperous agricultural area. Government officials want to send teachers and missionaries to live with the tribe and teach them about modern civilization. Anthropologists are concerned that the people of the tribe will not be able to adapt to modern ways. They also fear that there will be problems between the natives and settlers.

**8.** Which question **best** identifies the problem in this situation?

9 **A.** Should modern roads be built in rain forests?
4 **B.** Do rain forests make good farming areas?
•85 **C.** Should a people's way of life be changed by contact with modern culture?
1 **D.** Are stone tools effective in meeting basic needs?

**9.** Which additional piece of information would be important for the government to know before making a decision?

7 **A.** The most important god of the natives is Gorkan, the god of the sun.
11 **B.** There is no more oil in the country and the price is going up.
•66 **C.** All other available farmland is being used and there is a food shortage.
15 **D.** The tourist industry is growing and more hotels are needed.

**10.** The settlers have come into the region and have cut down many trees and built fences around their farms. How would the settlers' actions affect the way the native people meet their food needs?

8 **A.** They would not be able to use their old methods of catching fish.
10 **B.** There would be more wild animals for them to hunt.
•77 **C.** They wouldn't be able to move freely while hunting and gathering.
4 **D.** They could learn to build fences too.

13

## Dawson City, 1899

**Here is a list of the number of businesses in Dawson City in 1899.**

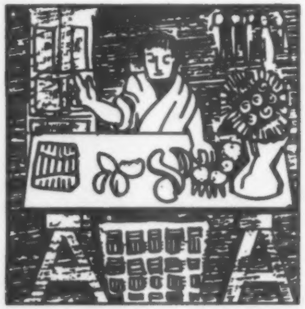
64 steamboats
12 hotels
40 restaurants
25 lawyers
2 daily newspapers
3 weekly newspapers
2 brickyards
6 sawmills
11 transportation companies
7 jewellery manufacturers
8 warehouses
5 dairies
2 breweries

**11.** Based on this information, which conclusion can you make about Dawson City in 1899?

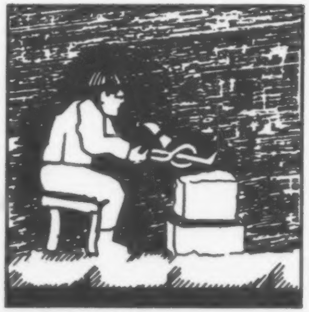
•49 **A.** Steamboats were the most important form of transportation for gold miners.
4 **B.** Most of the people living in Dawson City were lawyers.
4 **C.** More people drank milk than any other beverage.
43 **D.** People were all very well off financially.

## Roman civilization

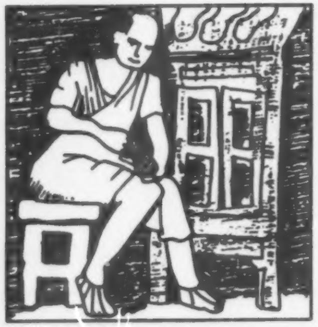
**Study the carvings below; then answer questions 12 and 13.**



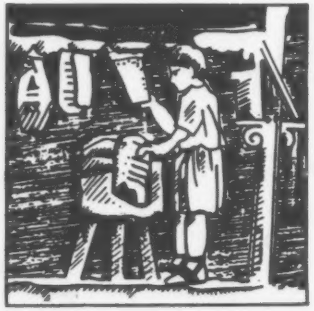
**The Greengrocer**



**The Blacksmith**



**The Cobbler**



**The Butcher**

**12.** What can be understood about life in Roman times from these carvings found on Roman monuments?

9 **A.** Families in Rome did everything for themselves.
3 **B.** Romans probably did not live in settlements.
•77 **C.** People worked at different specialized jobs.
11 **D.** Few goods and services were available in Roman times.

**13.** What could be said about the Roman culture from looking at these carvings?

3 **A.** Clothing for men was very similar to clothing for men today.
17 **B.** The Romans used sophisticated technology.
•76 **C.** Craftsmanship was important to the Romans.
4 **D.** Women did many of the same jobs as men.

**Read this information; then answer questions 14 to 16.**

### Government in Roman times

**500 B.C.** Republic of Rome, governed by two consuls, elected by patricians (ruling class). One dictator appointed during threats of invasion. Plebeians (common people) revolt.

**100 B.C.** Roman Empire expanded to include large areas of Europe and Asia. Several consuls had been assassinated.

**81 B.C.** Sulla, a general, takes power and becomes dictator. Shortly afterwards, Julius Caesar takes power and is named dictator for life, then assassinated a few months later. Augustus Caesar, nephew of Julius, is named Emperor. After this, a number of Emperors ruled, advised by the senate. Several were assassinated.

**14.** Why did the Romans name a dictator when invasion threatened during the period of the Republic?

•45 **A.** One person would be able to make decisions more quickly.
34 **B.** A dictator would make wiser choices.
16 **C.** They disagreed with the system of consuls.
4 **D.** They wanted the invaders to save them.

**15.** What was one factor which could have influenced the change of government from a Republic to an Empire?

32 **A.** The Romans were becoming more democratic.
16 **B.** The Romans liked the system of consuls.
•45 **C.** The system of consuls was not efficient for governing such a large empire.
6 **D.** The Romans were poorer than before.

**16.** What can we learn about government from this study of Rome?

10 **A.** Societies have no effective system of laws.
•68 **B.** The type of governments societies have can change over time.
11 **C.** Societies have no effective leaders.
10 **D.** The type of government societies have never changes.

## The fur trade

When the first European explorers arrived on the shores of North America, they were not looking for furs. Fairly soon, however, furs became a very valuable resource. Both the French and English attempted to obtain as many furs as possible.

**17.** What is the **most** likely reason why North American furs became valuable?

22 **A.** Furs were plentiful in Europe.
•54 **B.** Many Europeans wanted fur hats and coats.
6 **C.** Many Europeans didn't care for animals.
17 **D.** Furs were cheaper than other materials.

**18.** The search for furs led the fur traders into the vast North American continent. The native Indians assisted the European traders in many ways. Which statement shows one way that the natives helped?

8 **A.** The natives taught them how to make better sea-going vessels.
8 **B.** The natives sailed the traders' ships back to Europe.
•53 **C.** The natives showed the traders trails through the wilderness.
30 **D.** The natives built trading posts.

**19.** The natives also benefitted from their contact with the traders. Which statement illustrates this?

7 **A.** They lost traditional skills.
7 **B.** They acquired new diseases.
19 **C.** The traders taught them to survive.
•66 **D.** They acquired better tools.

**20.** The fur trade helped to open the North American continent. Settlers later began to move to the continent to establish farms and industries. Fur traders often did not welcome the settlers. Which reason would explain the traders' fear of the settlers?

5 **A.** Farming is a dangerous job.
5 **B.** The settlers didn't like fur hats.
•73 **C.** The settlers would drive away the animals.
15 **D.** The fur traders were unfriendly people.

**21.** The fur trade is still a large industry in Canada today, but it has its problems. Many people don't think others should wear furs when there are so many other warm alternatives. They think that it is not right to kill animals in order to satisfy people's desire to look fashionable. Which argument in favour of the fur trade would a trader likely present?

12 **A.** Alternatives to fur are not as warm.
•50 **B.** Trading furs allows many people to make a living.
30 **C.** The fur-bearing animals have almost died out.
8 **D.** People who buy fur coats are wealthy.

## Law and government

**22.** British Columbia's provincial government meets in

2 **A.** Prince George.
7 **B.** Vancouver.
34 **C.** Ottawa.
•56 **D.** Victoria.

**23.** Which statement is supported by the **Canadian Charter of Rights and Freedoms**?

10 **A.** People can do what they want.
8 **B.** People must vote in elections.
•76 **C.** People have freedom of expression.
5 **D.** People can not disagree with their government.

**24.** In Parliament, what is the role of the opposition party?

18 **A.** It selects cabinet ministers.
30 **B.** It forms new laws for the government.
•36 **C.** It checks up on the activities of the party in power.
15 **D.** It helps the party in power.

## Canada

**25.** Suppose that in 1989 British Columbia has several severe forest fires. Many forests are destroyed. What would happen to lumber prices?

7 **A.** The price of lumber would drop.
•84 **B.** The price of lumber would rise.
4 **C.** There would be no change in the price of lumber.
4 **D.** Lumber would completely disappear from lumber yards.

**26.** Which group is responsible for making laws?

7 **A.** Civil servants.
5 **B.** The police.
•83 **C.** Elected politicians.
3 **D.** Lawyers.

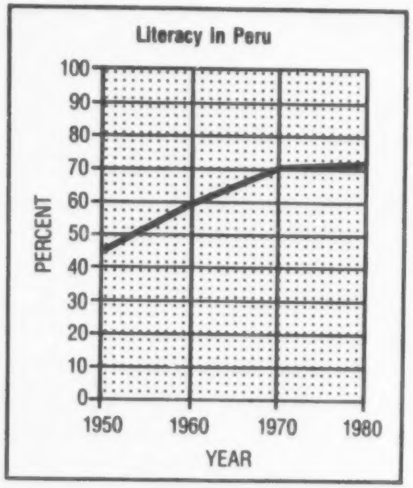
**27.** Which one of the following is a level of government?

•82 **A.** Provincial.
9 **B.** Social.
5 **C.** Agricultural.
2 **D.** Cultural.

20

## Literacy

**Study the graph; then choose the BEST answer for questions 28 and 29.**



**28.** What conclusion can you make from the information in this graph?

6 **A.** There are fewer people in Peru that can read and write than there were before.
•82 **B.** The people of Peru are becoming better educated.
8 **C.** The government is spending less money on education.
3 **D.** Some people in Peru do not want to learn to read.

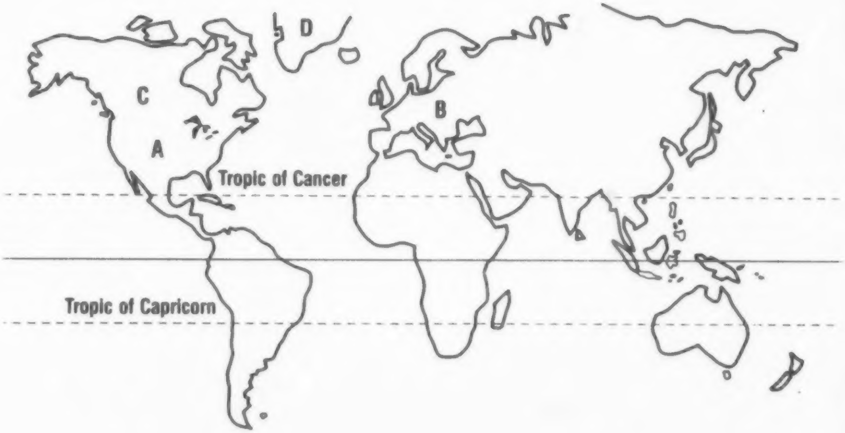
**29.** Education is designed to prepare children for the future. Keeping this in mind, which statement supports the use of calculators in classrooms?

21 **A.** Calculators stop you learning math.
•70 **B.** Calculators will be in common use in the future.
4 **C.** Calculators are too expensive to buy.
3 **D.** Calculators are going out of date.

21

## Map of the world

**Study the map; then choose the BEST answer for question 30.**

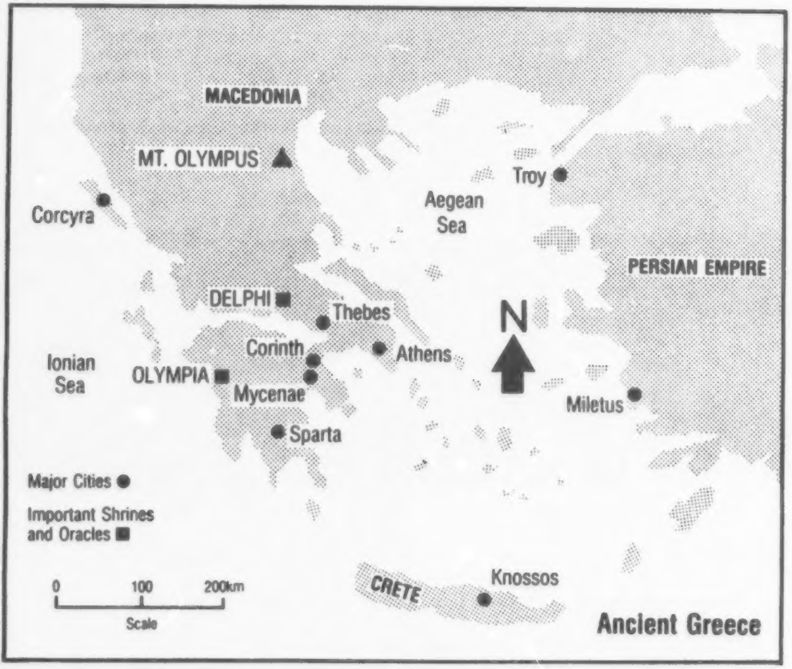


**30.** Which area in the above map represents Canada?

10 **A.** A.
6 **B.** B.
•80 **C.** C.
3 **D.** D.

## Greek city states

**Study the map; then answer questions 31 and 32.**


MACEDONIA
MT. OLYMPUS
Corcyra
Troy
Aegean Sea
PERSIAN EMPIRE
DELPHI
Thebes
Corinth
Athens
N
Ionian Sea
OLYMPIA
Mycenae
Miletus
Sparta
Major Cities ●
Important Shrines and Oracles ■
0
100
200km
Scale
CRETE
Knossos
Ancient Greece

1. What does this map suggest about life in Ancient Greece?

2 **A.** The Persian Empire was more powerful than Greece.
5 **B.** Travel by sea was very useful to the city states.
5 **C.** The land in Greece was naturally suitable to farming.
5 **D.** Travel by sea would not be very useful.

**32.** Why do you think that Athens and Sparta were built on the locations they were?

•72 **A.** They were close to the ocean for transportation.
9 **B.** They wanted to be far away from the other city states.
8 **C.** They were not interested in trade with others.
9 **D.** They disliked the Persians.

## Living in ancient times

**33.** Which invention significantly improved agriculture in ancient civilizations?

10 **A.** Tractor.
19 **B.** Hieroglyphics.
13 **C.** Pyramid.
•56 **D.** Plough.

**34.** Groups of people often settle near a natural resource. The **main reason** for this is because

11 **A.** the places are beautiful.
•75 **B.** it provides opportunities for work.
6 **C.** other people live there.
7 **D.** people want to live in the country.

**35.** Which one of the following is a basic physical need?

•85 **A.** Food.
4 **B.** Entertainment.
4 **C.** Religion.
5 **D.** Government.

**36.** Which one of the following is a cultural need?

•57 **A.** Language.
14 **B.** Water.
11 **C.** Shelter.
15 **D.** Environment.

## Immigration to Canada

**Study the following dates, then choose the BEST answer for questions 37 to 40.**

| | |
|---|---|
| **1945 - 1950** | World War II is over. Europe is in ruins. Canada's economy is expanding rapidly. Canada accepts many European workers because of a labour shortage. |
| **1956** | Canada accepts 38,000 immigrants fleeing from a revolution in Hungary. |
| **1968** | Russia invades Czechoslovakia. Canada accepts 12,000 Czechs who have fled their homeland. |
| **1976** | Several thousand Vietnamese refugees come to Canada after North Vietnam takes control of South Vietnam. |
| **1983** | Canada keeps immigration rates low, because of high unemployment. |

**37.** Based on the information above, which reason caused most of the immigration to Canada?

9 **A.** There was a war in Canada and the immigrants wanted to be involved.
11 **B.** The climate in Canada was desirable.
•69 **C.** Political events in the immigrants' own country of birth threatened their safety.
9 **D.** The immigrants wouldn't have to pay taxes in Canada.

**38.** According to the above dates, which statement is true?

4 **A.** Canada accepts only Asian immigrants.
9 **B.** Canada accepts only European immigrants.
•80 **C.** Canada accepts immigrants from many countries.
5 **D.** Canada did not accept immigrants before 1968.

**39.** Why would high unemployment rates in Canada lead Canada to accept fewer immigrants?

5 **A.** Canada's climate is not favourable.
11 **B.** Fewer people want to immigrate.
•75 **C.** There are not enough jobs for Canadian workers.
6 **D.** Too many Canadians are leaving Canada.

**40.** In 1983, which people did Canada prefer as immigrants?

7 **A.** People who had very large families.
13 **B.** People who needed to learn job skills.
17 **C.** People who needed more education.
•61 **D.** People with job skills that were needed in Canada.

# BRITISH COLUMBIA
# ASSESSMENT OF
# SOCIAL STUDIES
# 1989

7T

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· MINISTRY OF EDUCATION ·

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STUDENT ASSESSMENT

## Desert island

**Read the following information; then choose the BEST answer for questions 1 to 3.**

You and a group of twenty other young people have survived a plane crash and settled on a desert island. You are faced with living on the island until your rescue.

**1.** In order to get along and to survive, it would be helpful for your group to

7 **A.** encourage everyone to do as s/he wants.
•79 **B.** plan how decisions will be made.
10 **C.** separate and look for help.
3 **D.** search for lost personal belongings.

**2.** One reason your group would make laws would be to

2 **A.** make sure there was a police force.
1 **B.** make everyone on the island rich.
23 **C.** find a way to be rescued.
•73 **D.** help the group members share their abilities and resources.

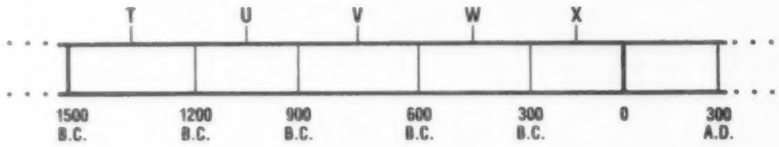
**3.** Your group stays 100 years on the island and now there are several villages. The people may wish to change some laws because

3 **A.** laws are not needed anymore.
•89 **B.** new problems and concerns have arisen.
5 **C.** the people who made the old laws have died.
3 **D.** no one remembers the old laws.

## Timeline

**In this timeline, each letter represents an historical event. Using the timeline, choose theBEST answer for questions 4 to 6.**

**Timeline**



**4.** Which event took place the earliest?

•74 **A.** T.
1 **B.** U.
1 **C.** V.
24 **D.** X.

**5.** Between events U and X, there are approximately

2 **A.** 90 years.
8 **B.** 200 years.
27 **C.** 600 years.
•62 **D.** 900 years.

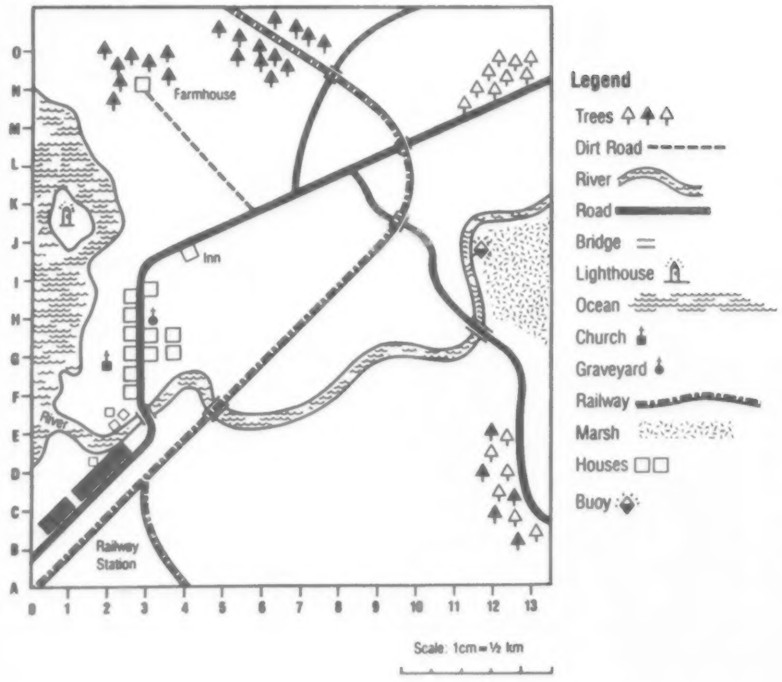
**6.** What is the approximate date of the event represented by X on the timeline?

•78 **A.** 150 B.C.
17 **B.** 350 B.C.
3 **C.** 450 B.C.
1 **D.** 1500 B.C.

## Map of a coastal town

**Study the map below; then choose the BEST answer for questions 7 to 11.**

Small Coastal Town


Farmhouse
Inn
River
Railway Station
O
N
M
L
K
J
I
H
G
F
E
D
C
B
A
0
1
2
3
4
5
6
7
8
9
10
11
12
13
Legend
Trees
Dirt Road
River
Road
Bridge
Lighthouse
Ocean
Church
Graveyard
Railway
Marsh
Houses
Buoy
Scale: 1cm = ½ km

7. This map shows a small coastal town. How many bridges cross the river?

2 **A.** One.
11 **B.** Two.
•82 **C.** Three.
4 **D.** Four.

8. What is the grid position for the lighthouse?

1 **A.** F2.
1 **B.** G3.
•96 **C.** K1.
1 **D.** I12.

9. What is the grid position for the farmhouse?

1 **A.** B2.
2 **B.** F4.
7 **C.** N2.
•90 **D.** N3.

10. On this map, how many kilometres are represented by 4 cm?

6 **A.** 1/2 km.
3 **B.** 1 km.
•83 **C.** 2 km.
7 **D.** 4 km.

11. Estimate the width of the river where it meets the sea.

•36 **A.** 0.2 km.
48 **B.** 0.5 km.
8 **C.** 2 km.
8 **D.** 4 km.

## Beaver, beads and pemmican

**Read the following information; then choose the BEST answer for questions 12 to 16.**

When we think of the fur trade in Canada, we usually associate it with men. We read about Native hunters and trappers, fur traders, coureurs de bois, voyageurs, explorers and men who were employed at the fur-trading posts. From these accounts, it appears that the fur trade was an all-male world. It was not. Women, particularly Native women, were deeply involved in various aspects of the fur trade. Some were traders, many others served as guides and interpreters. Most used their skills in preparing pelts for market and in preparing food and making clothing essential for all involved in the fur trade.

**12.** This reading supports the generalization that

6 **A.** women were not involved in the fur trade.
•82 **B.** women were important to the fur trade.
8 **C.** only men were involved in the fur trade.
4 **D.** only Native men were involved in the fur trade.

**13.** Most of the women who worked in the fur trade in Canada were

•89 **A.** Native women.
2 **B.** European women.
4 **C.** fur traders.
4 **D.** guides.

**14.** "Several women played a direct and valuable role in the fur trade in Canada. However, they are seldom mentioned in books about the fur trade." Compare this quotation to the reading above. This quotation

29 **A.** introduces new information.
13 **B.** contradicts the first reading.
17 **C.** offers an opinion on the first reading.
•41 **D.** provides information similar to the first reading.

**15.** Historians who do not write about the role women played in the fur trade may be called "biased" if they

9 **A.** present all the facts to the reader.
9 **B.** believe there were no women in Canada at that time.
10 **C.** believe that men were less important than women during that time.
•71 **D.** choose to deliberately ignore the valuable contributions women made.

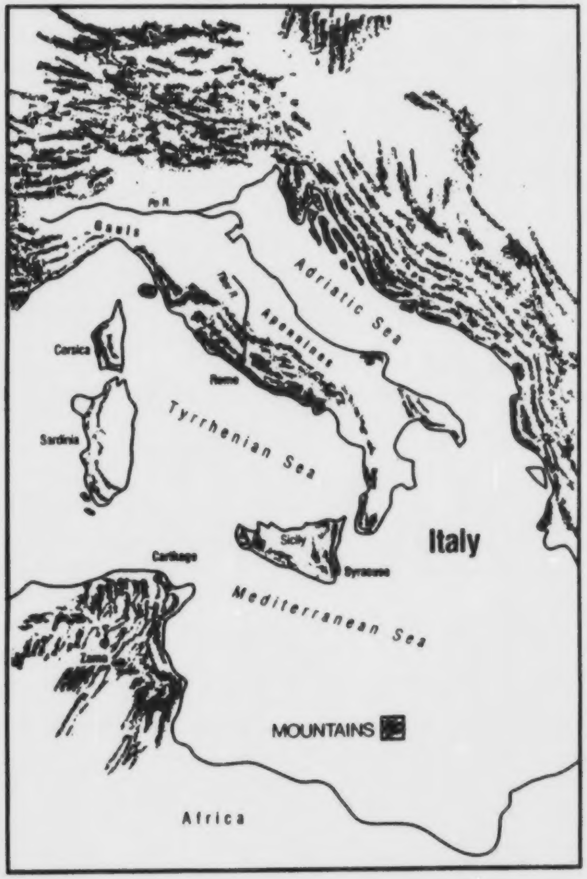
**16.** The **best** title for the reading is

5 **A.** History is a Male Dominated Study.
5 **B.** Famous Women Who Worked in the Fur Trade.
•83 **C.** The Role of Women in the Fur Trade.
6 **D.** Early Life in New Caledonia.

14

## Rome

**Study the map and answer questions 17 and 18.**


Po R.
Gauls
Adriatic Sea
Apennines
Rome
Corsica
Sardinia
Tyrrhenian Sea
Sicily
Syracuse
Italy
Carthage
Mediterranean Sea
Zama
MOUNTAINS
Africa

15

17. What can you understand about the environment of Rome from this map?

5 **A.** Rome had no access to a river.
5 **B.** Rome would not be able to do trade by ship.
8 **C.** Rome was more isolated than Zama.
*81 **D.** Rome was in a good defensive position because of the mountains.

18. What would be one trading advantage of the position of Rome?

8 **A.** Invaders would not go to Rome because it is too far away.
6 **B.** Rome is close to North America.
*77 **C.** The Romans would have easy access to the peoples living on the Mediterranean.
8 **D.** The Mediterranean Sea could have very serious storms.

**16**

## Arcades

**Dear Editor:**
Yesterday, I saw a sign saying that a games arcade is opening in the shopping mall. Arcades are not good places for young people to be. It stops them from doing their homework. Arcade owners don't care about kids.

Sincerely yours,
***Concerned Parent***

**19.** Which statement is a fact found in the letter?

22 **A.** Arcades stop students from doing their homework.
18 **B.** Arcades are not good places for young people.
•52 **C.** An arcade is opening in the shopping mall.
8 **D.** Arcade owners do not care about kids.

**20.** A student was researching the value of arcades for a report. He included information from this letter because

4 **A.** it showed why the arcade was opening.
19 **B.** it showed what all parents think about arcades.
•73 **C.** it showed one parent's view.
3 **D.** it upset the arcade owner.

**Choose the BEST answer for question 21 based on this newspaper headline.**

**Salmon stocks low**
**The commercial fishing industry continues to take too many fish.**

**21.** Who would **most likely disagree** with this headline?

•75 **A.** Commercial fishermen
8 **B.** Grocery store owners
5 **C.** Newspaper reports
12 **D.** Naturalists

**17**

## Canada

**Choose the BEST answer for questions 22 and 23.**

**22.** The head of the Canadian government is the

16 **A.** President.
11 **B.** Premier.
•68 **C.** Prime Minister.
4 **D.** Mayor.

**23.** The head of the British Columbia government is the

22 **A.** Prime Minister.
8 **B.** President.
6 **C.** Queen.
•63 **D.** Premier.

## Law and government

**Choose the BEST answer for questions 24 to 27.**

**24.** Canada's federal government meets in

9 **A.** Washington, D.C.
10 **B.** Victoria.
6 **C.** Toronto.
*74 **D.** Ottawa.

**25.** Which one of the following is **not** a political party in Canada?

32 **A.** Progressive Conservative.
6 **B.** Liberal.
6 **C.** New Democratic Party.
*55 **D.** Republican.

**26.** Which statement about Canadian parliament is a **fact** rather than an opinion?

*72 **A.** Parliament passes laws.
10 **B.** Members of Parliament are overpaid.
12 **C.** Parliament wastes money.
5 **D.** Parliament is unnecessary.

**27.** If Canada had only one political party, which problem might arise?

*46 **A.** Elected officials would not be responsible to the people.
17 **B.** Western and Eastern Canada would separate.
4 **C.** The Queen would not be able to visit Canada.
33 **D.** Canada would likely join the United States.

## Levels of government

**Governments do many things and they hire people to do them. These people are sometimes called public servants. Study the chart below; then answer questions 28 to 30.**

| | LEVEL OF GOVERNMENT | | |
|---|---|---|---|
| | Federal | Provincial | Local |
| RESPONSIBILITIES | customs | health | fire department |
| | income tax | highways | municipal affairs |
| | national parks | education | garbage removal |
| | defence | social services | pet licensing |

**28.** Which employee **most likely** works for a local government?

21 **A.** Immigration officer.
4 **B.** Airline pilot.
23 **C.** Judge.
*51 **D.** Street cleaner.

**29.** Mr. and Mrs. Tortelli are planning a trip from Vancouver to Mexico. They are unsure of the amount of merchandise they can buy in Mexico and bring back to Canada. What level of government should they consult?

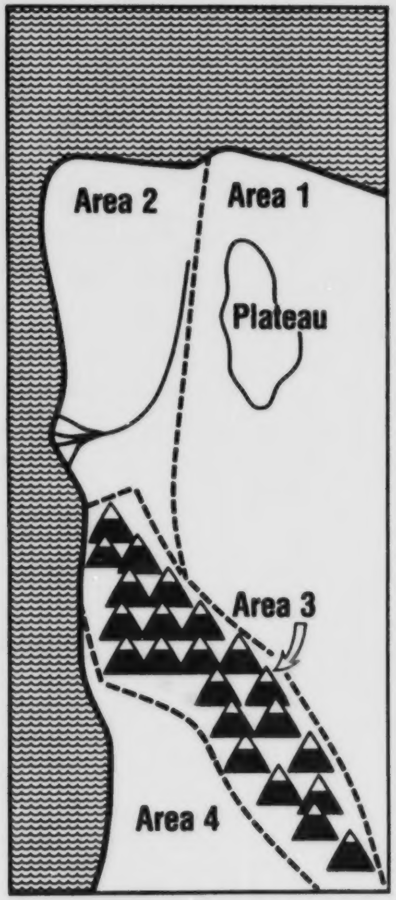
13 **A.** Territorial.
19 **B.** Provincial.
*57 **C.** Federal.
10 **D.** Local.

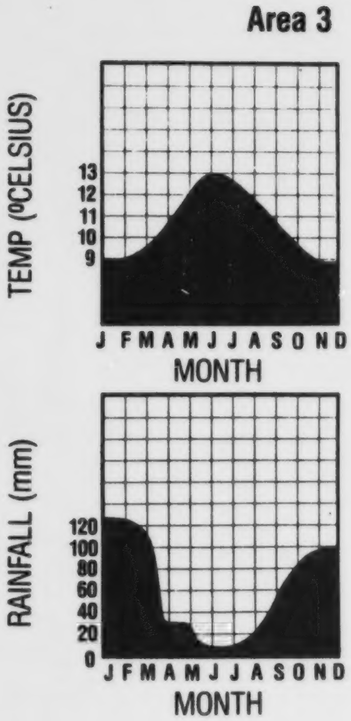
**30.** A stray dog is bothering children at school. What level of government is responsible for this problem?

7 **A.** Provincial.
4 **B.** Federal.
*81 **C.** Local.
7 **D.** Territorial.

## Climate

**Study the following map and graphs; then choose the BEST answer for questions 31 to 34.**





**31.** What is the approximate average July temperature of Area 3?

8 **A.** 9 degrees Celsius.
13 **B.** 11 degrees Celsius.
*76 **C.** 13 degrees Celsius.
2 **D.** 31 degrees Celsius.

**32.** What is the average rainfall of Area 3 in April?

*83 **A.** 30 mm.
8 **B.** 80 mm.
4 **C.** 85 mm.
4 **D.** 120 mm.

**33.** Which description **best** fits the climate of Area 3?

27 **A.** Hot summers, dry winters.
*50 **B.** Cool summers, wet winters.
15 **C.** Cold winters, wet summers.
7 **D.** Warm winters, wet summers.

**34.** Which type of shelter would you expect to be built by "traditional peoples" living in Area 3?

11 **A.** The buildings would be made of concrete and glass.
12 **B.** They would have thatched huts.
26 **C.** They would build wooden walls and roofs.
*50 **D.** There is not enough information to arrive at a conclusion.

22

## Chores

**Read the following information; then answer questions 35 to 37.**

**CHORES OF CHILDREN IN THE EARLY 1800S**

| Boys | Girls |
|---|---|
| gathering kindling | spinning |
| rounding up cattle | weaving |
| helping in the fields | knitting |
| carrying water | caring for brothers and sisters |

**35.** Why was it important for girls to learn spinning and weaving in the early 1800s?

4 **A.** They were very concerned with fashion.
4 **B.** Settlers like to go shopping for clothes.
4 **C.** It gave the settlers something to do.
*88 **D.** Families had to meet their own clothing needs.

**36.** What would happen if there were no boys in the family?

3 **A.** The girls would do more spinning and weaving.
21 **B.** The chores would not get done.
5 **C.** The family would move to a different area.
*70 **D.** The girls would need to help in the fields.

**37.** These boys and girls **most likely** lived in a

13 **A.** small town.
*80 **B.** farming community.
3 **C.** large city.
2 **D.** logging camp.

23

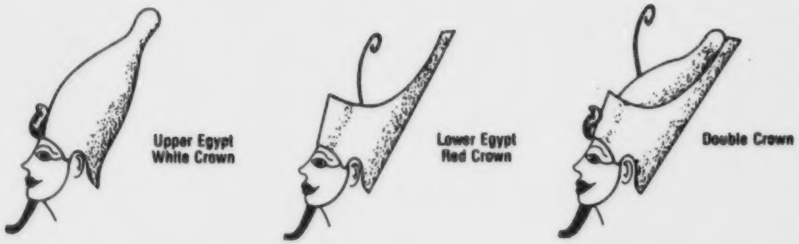
## Egypt

**Choose the BEST answer for question 38.**

**38.** The pyramids were used by the ancient Egyptians as

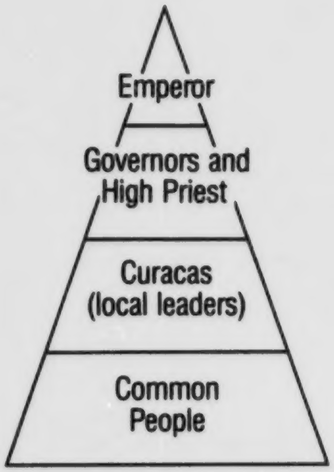
2 **A.** climbing apparatus.
4 **B.** grain storage.
*88 **C.** tombs.
5 **D.** housing.

**Use the information from this diagram to answer question 39.**

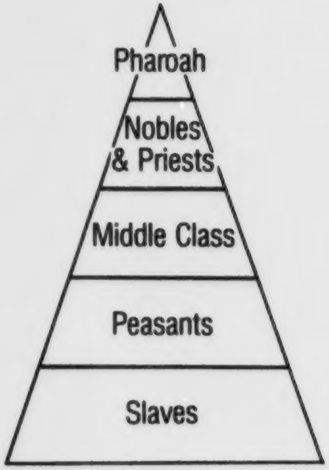


**39.** Special crowns identified ancient Egyptian kings called pharaohs. Look carefully at the third crown and select the appropriate question.

7 **A.** What is the longest period of time ruled by a king in Upper Egypt?
10 **B.** How long did kings rule in ancient Egypt?
9 **C.** Did ancient Egypt ever have a woman ruler?
*72 **D.** Did a pharaoh unite Upper and Lower Egypt into one kingdom?


Emperor
Governors and High Priest
Curacas (local leaders)
Common People

**Structure of Power in The Inca Empire**


Pharoah
Nobles & Priests
Middle Class
Peasants
Slaves

**Structure of Power in Egyptian Society**

**40. Based upon the diagrams above, which conclusion can you make about the structure of these two societies?**

6 **A.** Curacas and pharaohs held the same position.
*58 **B.** Both the Inca and the Egyptian empires had similar power structures.
13 **C.** Religion is not important in these two empires.
22 **D.** The emperor had more power than the pharaoh.

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

10R

GRADE 10
FORM R

MINISTRY OF EDUCATION

Province of British Columbia

STUDENT ASSESSMENT

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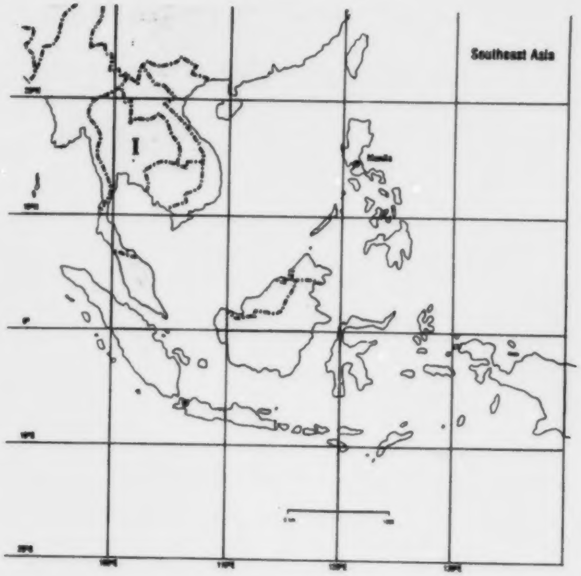
9

ACHIEVEMENT

## Southeast Asia

**Study the map; then choose the BEST answer for questions 1 and 2.**



1. Country I on the map is

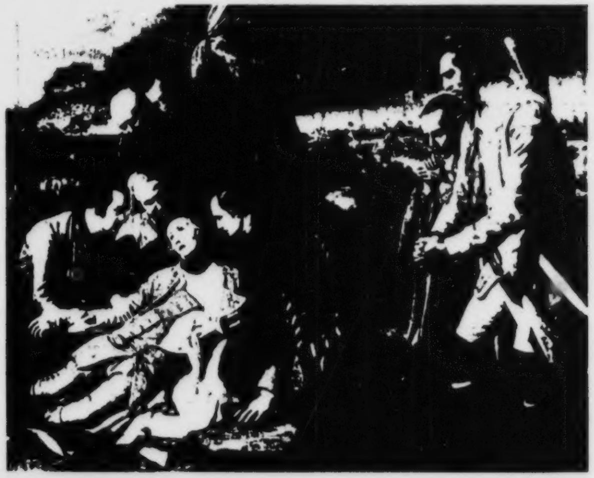
*45 **A.** Thailand.
23 **B.** Vietnam.
24 **C.** Malaysia.
7 **D.** Laos.

2. The approximate latitude and longitude of Manila is

2 **A.** 21°N, 15°E.
*84 **B.** 15°N, 121°E.
13 **C.** 15°N, 121°W.
2 **D.** 21°S, 15°W.

## The death of Wolfe

**Study the picture and read the passage; then choose the BEST answer for questions 3 to 6.**



You have probably seen paintings of historical events such as this one. The battle for Quebec captured the imagination of the British. It was an heroic story of a victory far away, in a strange land, where the victor dies just as he triumphs. This painting, by Benjamin West, shows the way the English saw the battle. It was copied and thousands of prints were sold. It appeared on tea trays, mugs, and cloth. But as history, it is inaccurate. Only one of the men grouped around Wolfe was actually present! Several of Wolfe's generals disliked him so much, they refused to be included in the picture. The painter, of course, had never been to the battleground.

There were similar paintings of Montcalm's death painted in France, and they are just as inaccurate. For instance, Montcalm is shown in some historical French paintings dying heroically, like Wolfe, on the battlefield. In fact, Montcalm died after the battle in the city.

**3.** In this painting, Benjamin West portrays Wolfe

•67 **A.** in a favourable light.
16 **B.** in a negative light.
11 **C.** objectively.
6 **D.** as anti-French.

**4.** The battle shown in this painting was won by

13 **A.** neither side.
22 **B.** the French.
2 **C.** the Indians.
•62 **D.** the British.

**5.** Why did Benjamin West likely paint such an inaccurate picture of events?

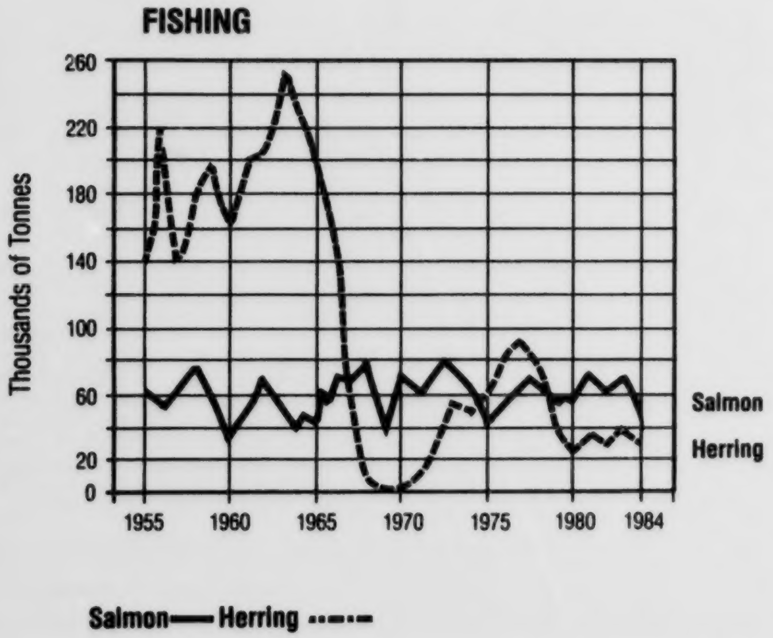
3 **A.** He knew the painting would be sold in North America.
17 **B.** He just made a mistake because he wasn't there.
4 **C.** He did not like Montcalm.
•76 **D.** He wanted to convey a positive view of Wolfe as hero.

**6.** From the painting we learn that

12 A. paintings are always used to convey information.
6 B. artists never portray events accurately.
8 C. paintings are only accurate if the artist was present.
•73 D. paintings cannot be relied upon for historical facts.

## Canadian commercial catch in the Northeast Pacific

**Study the graph and read the paragraph; then choose the BEST answer for questions 7 to 10.**



Herring fishing in the Northeast Pacific was not controlled by Canadian or international law before 1976. Overfishing of herring stocks by commercial fishermen caused a dramatic decline in the amount of herring available. In 1976, Canadian control was extended to 320 km from our shores.

7. How great was the decline in the herring catch between 1963 and 1968?

9 **A.** 65 thousand tonnes.
9 **B.** 180 thousand tonnes.
*27 **C.** 220 thousand tonnes.
54 **D.** 260 thousand tonnes.

8. Since Canada extended its jurisdiction over coastal waters to 320 km, the herring catch has

17 **A.** remained fairly constant since 1977.
*61 **B.** dropped significantly from a peak catch in 1977, then stabilized.
10 **C.** improved rapidly, allowing larger catches each year.
12 **D.** dropped off steadily since 1977.

9. If you were the Minister responsible for fisheries and wanted to ensure that future generations had the same access to fish stocks, what would be your best course of action?

4 **A.** Allow international fish boats back into Atlantic waters off Canada's coast .
6 **B.** Let the fishermen decide individually what a reasonable catch is every year.
*85 **C.** Rigorously control the number of fish caught in Canadian waters every year.
6 **D.** Let nature take its course.

10. Which statement best summarizes the lesson learned from Canada's experience with herring catch in the Northeast Pacific?

*70 **A.** It is a responsibility of our government to protect Canada's natural resources.
17 **B.** If you don't regulate people's actions with laws, they will usually ensure that resources are maintained for future generations.
5 **C.** We should live for today and make whatever profit we can and let tomorrow's generations worry for themselves.
7 **D.** There is a technological solution for every problem.

**14**

## A flight to freedom

**Read the following information; then choose the BEST answer for questions 11 to 14.**

Acceptance of immigrants to populate Canada varied according to the strength of Canada's economy, as well as racial and religious tolerance levels.

From the start of the Great Depression in 1929 until after World War II, immigration to Canada was restricted to British nationals, American citizens, and those farmers who had sufficient capital to establish themselves without government assistance.

This policy resulted in one of the darkest moments in Canadian immigration history. In the spring of 1939, 907 Jews fled Germany for Cuba on the S.S. St. Louis, believing they had visas which would allow them admission here. Cuba refused to honour the visas and denied admission.

After appeals to other Latin American countries and to the United States failed, the ship steamed on to Canada in a last attempt to find refuge. But Canada denied refuge, and the passengers returned to Germany where nearly all died under the extermination policies of the Nazis.

**11.** The reading suggests that the Jews aboard the S.S. St. Louis were denied admission to Canada in 1939 because

19 **A.** no immigration at all was allowed in that time period.
•46 **B.** of racial or religious intolerance.
17 **C.** of incorrect passports.
18 **D.** other countries had denied them entry.

**12.** The **main** idea expressed in the reading passage is that Canada has

•81 **A.** sometimes discriminated against immigrants.
6 **B.** always accepted immigrants.
6 **C.** always discouraged immigrants.
6 **D.** never discriminated against immigrants.

**13.** Which of the following is an **opinion** stated in this article?

•72 **A.** This policy resulted in one of the darkest moments in Canadian immigration history.
9 **B.** Canada denied the Jews refuge.
12 **C.** The passengers returned to Germany where nearly all died under the extermination policies of the Nazis.
7 **D.** In the spring of 1939, 907 Jews fled Germany for Cuba on the S.S. St. Louis.

**14.** "Canada's immigration policy during the 1930s was based on a desire to help refugees."

18 **A.** The reading is unrelated to this statement.
8 **B.** The reading supports this statement.
•67 **C.** The reading contradicts this statement.
7 **D.** The reading is similar to this statement.

**15**

## Law and government

**15.** The head of the Canadian government is the

8 **A.** President.
8 **B.** Premier.
•82 **C.** Prime Minister.
2 **D.** Mayor.

**16.** The head of the British Columbia government is the

13 **A.** Prime Minister.
4 **B.** President.
5 **C.** Queen.
•77 **D.** Premier.

**17.** Which statement is supported by the **Canadian Charter of Rights and Freedoms**?

5 **A.** People can do what they want.
6 **B.** People must vote in elections.
•86 **C.** People have freedom of expression.
2 **D.** People cannot disagree with their government.

**18.** If Canada had only one political party, which problem might arise?

•61 **A.** Elected officials would not be responsible to the people.
17 **B.** Western and Eastern Canada would separate.
3 **C.** The Queen would not be able to visit Canada.
19 **D.** Canada would likely join the United States.

**19.** Among other things, democracy means that

7 **A.** people from other countries are allowed to move to Canada.
4 **B.** children must attend school until age 15.
9 **C.** laws are made by one person.
•80 **D.** citizens have the right to vote in elections.

**20.** Laws are

•93 **A.** regulations to govern behaviour of people.
3 **B.** levels of government.
2 **C.** Canadian political parties.
2 **D.** only found in Canadian society.

## Women in history

**Read the following letter and article; then choose the BEST answer for questions 21 to 25.**

> May 27, 1909
>
> ***Dear Editor***
> ***Victoria Newspaper:***
> I hear you want suggestions for occupations for women. May I say a few words on the crying need in British Columbia? We want strong, capable women and girls to work in our homes. British Columbia offers splendid wages, from $20 to $35 per month. Our homes are planned to save work. Girls are well cared for and have plenty of liberty. They are able to save and provide money for their old age in case they do not marry. But alas! this is the cry of most mothers and housewives. "I just get a really capable girl, then she gets married!"
> Never have I seen better conditions for women and girls than in British Columbia. A good cook commands respect. A good nurse is the highest value. A woman who will do all kinds of housework is regarded as a treasure. So British Columbia offers good homes, high wages, splendid climate and good prospects for really good, useful women and girls.
>
> I am, faithfully yours,
>
> ***A LOVER OF BRITISH COLUMBIA***

In 1906 the first placement bureau to find jobs for secretaries was established in Canada. In 1911, Katherine Gibbs started a secretarial school in Boston exclusively for women. The process had begun that would eventually make "girl" and "typist" synonymous. Office work offered hundreds of women a more respectable and attractive source of income than dependence on family, domestic service, or sewing trousers for sixty cents a dozen.

The Canadian census tells the story. In 1891, 862 women in Canada worked in business or professional offices. In 1911, 25,438 were involved in office work. By 1921, the number increased to 54,411 or 91,016 if you included office workers in government, hotels, farms and factories. In 1921 domestic service was, for the first time, not the largest source of women's employment.

**21.** Which viewpoint would the letter writer be **most** likely to agree with?

•44 **A.** Women should be happy with a career doing housework.
7 **B.** Women should not work; they should marry and raise children.
43 **C.** Women and men deserve equal opportunities in the workforce.
6 **D.** Women's work is more valuable than men's work.

**22.** According to the letter writer, the best occupation for a woman is

9 **A.** to work as a secretary.
10 **B.** to marry and become a mother.
20 **C.** to do whatever job is available.
•62 **D.** to work as a housekeeper or a nurse.

**23.** The most appropriate title for the article on women which follows the letter is

6 **A.** The Advantages of Secretarial Work.
20 **B.** The Joys of Domestic Service.
•67 **C.** The Changing Role of Women in the Workplace.
6 **D.** A Comparison of the Workplace for Men and Women.

**24.** From the statistics included in the article, which generalization could you logically make?

12 **A.** The government forced office managers to hire women rather than men as secretaries.
20 **B.** Secretarial work is a much more challenging career than being a mother.
9 **C.** Women were leaving secretarial work to become housekeepers.
•58 **D.** Where there was an alternative to housework as a career, women usually took it.

**25.** The author of the letter and the author of the article

22 **A.** agree in all their statements.
15 **B.** disagree about how many women were available to work as domestic labourers.
13 **C.** agree that there were not enough housekeepers available in this time period.
•49 **D.** disagree about the best working situation for women in this time period.

**18**

## Middle Ages

**Choose the BEST answer for questions 26 and 27.**

**26.** Which document established the principles of limited monarchy in England?

29 **A.** Declaration of Independence.
13 **B.** Ninety-Five Theses.
12 **C.** Treaty of Verdun.
•46 **D.** Magna Carta.

**27.** During the late Middle Ages, which country was associated with democratic principles?

25 **A.** France.
•54 **B.** England.
12 **C.** Spain.
9 **D.** Russia.

**19**

## Tsunami

**Read the following information; then choose the BEST answer for questions 28 to 31.**

Not all waves are caused by winds. Some are caused by undersea earthquake or volcanic activity. Such activity causes violent up or down motions on the sea floor. Water above these motions is lifted or dropped causing a very deep wave (or waves) that may barely show on the surface. The crests of these seismic waves may be as much as 150 km apart and can travel as far as 3500 km. A height of 15 to 20 metres, as the wave approaches the shore, is not uncommon. Because they travel very quickly and are difficult to predict they can do terrible damage. The waves that hit Hawaii in 1946 killed 173 people and did $25 million worth of property damage.

**28.** The **best** summary statement for the above reading is that tsunami

•32 **A.** travel very quickly and can cause immediate, terrible damage.
52 **B.** are caused by a seismic activity in the ocean's floor and can be destructive.
11 **C.** can be 15 to 20 metres high and can cause destruction for 3500 kilometres.
5 **D.** are expensive because they can cause millions of dollars of damage.

**29.** What causes a tsunami?

•82 **A.** Earthquakes or volcanoes.
7 **B.** Strong ocean winds.
5 **C.** High tides.
5 **D.** Earth's gravity.

**30.** Which name is often used improperly to describe tsunami?

10 **A.** Hurricane.
•66 **B.** Tidal wave.
7 **C.** Volcanic wave.
16 **D.** Seismic wave.

**31.** British Columbians should know about tsunami because they

9 **A.** cause other volcanic activity of land.
17 **B.** cause our inland rivers to overflow their banks.
•69 **C.** are known to have occurred off the west coast in past years.
4 **D.** speed up the greenhouse effect.

## Confederation

**Read the following information; then choose the BEST answer for questions 32 to 36.**

The National Policy of John A. Macdonald reflected a vision for a Canadian Nation expanding to include more than half of the North American continent. Canada was to maintain close connection with Great Britain while developing a strong east-west trade connection that would eventually take in several provinces from the Atlantic Maritimes to New Caledonia (the area that was to become British Columbia).

However, the Maritime provinces still viewed themselves as separate areas with little to gain from the proposed confederation. A conference in Charlottetown, P.E.I., was scheduled in 1864 so that representatives of Prince Edward Island, Nova Scotia, and New Brunswick could discuss the possibility of Maritime union. The conference organizers received an unusual request—the Canadians (East and West) asked to be allowed to attend. At the conference the representatives of Canada East and Canada West convinced the Maritime representatives of the need for a more general union.

Several international events helped to stimulate the discussion; the Fenian attacks, which originated in the United States; United States discussion about their 'manifest destiny'; the purchase of the Alaska territory by the U.S.; and the desire of the British to rid themselves of financial, defensive and governmental obligations to Canada.

**32.** Which statement **best** defines Macdonald's "National Policy"?

13 **A.** A political and economic union that would isolate itself from all other nations.
16 **B.** A political and economic union which could defend itself against Britain.
•31 **C.** A political union from the Atlantic to the Pacific based on British traditions.
39 **D.** A political union that would include Canada West and Canada East.

**33.** The United States threatened the achievement of Confederation because

20 **A.** they encouraged the Fenians to attack Canadian borders.
13 **B.** in their civil war they attacked political allies of Britain.
•59 **C.** they proposed to control all of North America.
6 **D.** they were much wealthier than most Canadians.

**34.** Britain's attitude to British North America's movement toward Confederation was

•52 **A.** positive because Confederation lessened the burden having this as a colonial area to protect and govern.
15 **B.** positive because they wanted to improve their difficult relations with the United States.
22 **C.** negative because many British people saw the loss of control over British North America as a loss to the British Empire.
10 **D.** negative because the British had invested heavily in Canada and they would no longer be able

**35.** Ontario, Quebec and Nova Scotia entered Confederation in 1867. The fourth province entering Confederation the same year was

22 **A.** British Columbia.
17 **B.** Newfoundland.
24 **C.** Prince Edward Island.
•36 **D.** New Brunswick.

**36.** Which one of the following was a **major** cause of Confederation?

9 **A.** The need to entrench French language rights.
9 **B.** The threat of the first Metis Rebellion.
•71 **C.** Fear of annexation by the United States.
9 **D.** British willingness to defend Canada.

**22**

## A remote tribe

**Read the following account; then choose the BEST answer for questions 37 to 40.**

Construction crews making a highway through the rain forest have recently discovered a tribe living in a remote area. These natives have had no previous contact with other groups of people. They move through the rain forest in search of food. They catch fish, hunt small animals and gather edible roots and berries. They make and use only a few simple tools and weapons, all made from wood, vines and stone.

The government of the country wants settlers to move to this area. It hopes to turn the rain forest into a prosperous agricultural area. Government officials want to send teachers and missionaries to live with the tribe and teach them about modern civilization. Anthropologists are concerned that the people of the tribe will not be able to adapt to modern ways. They also fear that there will be problems between the natives and settlers.

**37.** Which question **best** identifies the problem in this situation?

11 **A.** Should modern roads be built in rain forests?
8 **B.** Do rain forests make good farming areas?
•75 **C.** Should a people's way of life be changed by contact with modern culture?
3 **D.** Are stone tools effective in meeting basic needs?

**38.** Which additional piece of information would be important for the government to know before making a decision?

9 **A.** The most important god of the natives is Gorkan, the god of the sun.
12 **B.** There is no more oil in the country and the price is going up.
•65 **C.** All other available farmland is being used and there is a food shortage.
11 **D.** The tourist industry is growing and more hotels are needed.

**39.** If you were an anthropologist, what would you say to the government?

11 **A.** We need the agricultural land.
•70 **B.** Do not destroy these peoples' home.
7 **C.** We need more roads.
9 **D.** The natives need to become civilized.

**40.** The settlers have come into the region and have cut down many trees and built fences around their farms. How would the settlers' action affect the way the native people meet their food needs?

9 **A.** They would not be able to use their old methods of catching fish.
9 **B.** There would be more wild animals for them to hunt.
•73 **C.** They would not be able to move freely while hunting and gathering.
7 **D.** They could learn to build fences too.

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

10S

GRADE 10
FORM S

· MINISTRY OF EDUCATION ·

Province of

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ACHIEVEMENT

## Wastes

**Read the two passages; then choose the BEST answer for questions 1 to 6.**

POEM

Some say the world will end in fire,
Some say in ice,
And some say it'll go in the flash
Of a big explosive device.
But, at the risk of sounding sarcastic,
I say the world will choke on plastic.

READING

Worldwide people produce about a billion tonnes of waste a year. The rate of which we do so is closely linked with Gross National Product. In many countries, waste is seen as a problem, not a resource. It is dumped rather than converted into useful products. Here are some examples of places around the world and their per person production of wastes per year:

| | | | |
|---|---|---|---|
| **Los Angeles** | **3.0 kg** | **Mexico City** | **0.4 kg** |
| **New York** | **1.82 kg** | **London** | **0.83 kg** |
| **Sao Paulo** | **0.57 kg** | **Ibadan** | **0.46 kg** |
| **Amman** | **0.44 kg** | **Singapore** | **0.67 kg** |
| **Tokyo** | **0.93 kg** | **Jakarta** | **0.38 kg** |

**1.** Which place listed has the largest production of waste products?

- *82 **A.** Los Angeles.
- 17 **B.** New York.
- 1 **C.** Singapore.
- 0 **D.** Jakarta.

**2.** Someone once said: "If you arrived at earth from another planet, you would easily find the most industrialized people. All you would have to look for are the most polluted places on earth!" This statement

- 11 **A.** contradicts the data provided in the Reading.
- *55 **B.** supports the data provided in the Reading.
- 20 **C.** has nothing to do with the data provided in the Reading.
- 14 **D.** relates more to the Poem than to the Reading.

3. Our planet is a closed ecological system. This means that there are no new places to exploit. We must handle our waste products here on this planet. Rather than dumping wastes into huge pits, it would be better to

4 **A.** send the wastes in rockets to the moon.
2 **B.** dump them in the ocean instead.
*94 **C.** sort and recycle the reusable things.
1 **D.** make everyone dump wastes on their own property.

4. In the Poem, the author claims that one thing is the biggest pollution problem. It is

2 **A.** fire.
11 **B.** nuclear war.
*86 **C.** plastic.
1 **D.** ice age.

5. People in poorer countries usually recycle waste products more often than people from richer industrialized countries. One reason is that

3 **A.** they have more education on this subject.
*77 **B.** being poor, they throw out fewer items.
10 **C.** their governments have passed stricter laws.
9 **D.** they don't have regular garbage pick up.

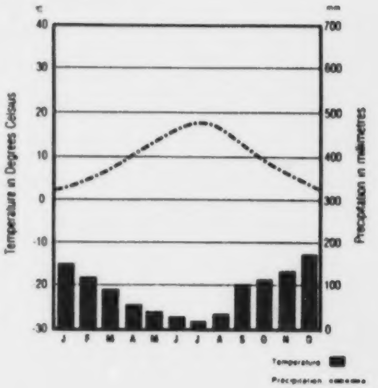
6. Which statement **best** reflects the poet's point of view?

13 **A.** A nuclear war is the greatest threat to the world's future.
3 **B.** Some Canadian communities have started recycling programs.
8 **C.** Plastics are being replaced by reusable products.
*75 **D.** The amount of plastic used each year is increasing.

## Climate

**Study the climatic graph; then answer questions 7 to 10.**

CLIMATE



7. Which month at this location has the greatest precipitation?

3 **A.** January.
28 **B.** June.
1 **C.** September.
*68 **D.** December.

8. The annual range of temperature at this location is approximately

23 **A.** 2°C.
26 **B.** 10°C.
*30 **C.** 16°C.
20 **D.** 19°C.

9. Where would you expect to find the climate described in this climate graph?

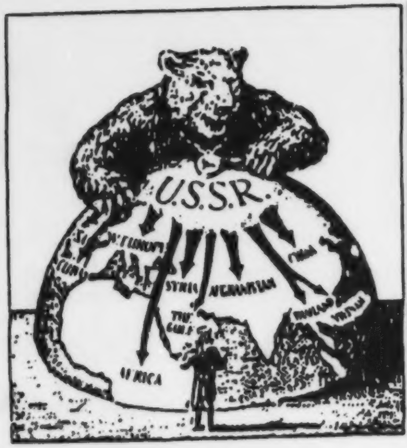
20 **A.** Polar areas.
17 **B.** Southern hemisphere.
*51 **C.** Northern hemisphere.
12 **D.** Tropical areas.

10. This graph describes a location which, in summer, is

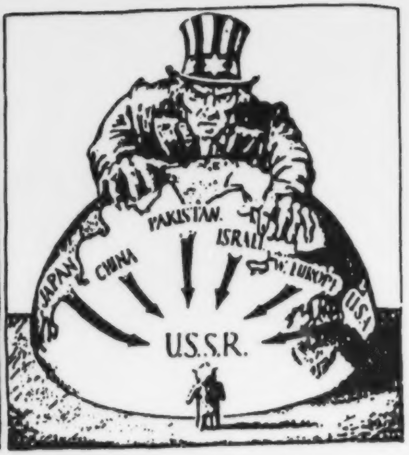
25 **A.** cold and rainy.
8 **B.** cold and dry.
16 **C.** warm and rainy.
*50 **D.** warm and dry.

## The Bear and Uncle Sam

**Study the cartoons; then choose the BEST answer to questions 11 to 14.**



Cartoon 1



Cartoon 2

**11.** Cartoon One suggests that the USSR

2 **A.** is committed to peaceful co-existence.
3 **B.** is a kind and friendly neighbour.
•80 **C.** is an expansionist, aggressive nation.
14 **D.** dominates the U.S.A.

**12.** Cartoon Two suggests that the U.S.A.

4 **A.** views the USSR in a friendly manner.
•35 **B.** is planning to destroy the USSR
4 **C.** regards the USSR as a peacemaker.
57 **D.** is committed to limiting Soviet expansion.

**13.** In Cartoon One, the USSR is represented as a bear. How might the cartoonist have shown the U.S.A.?

7 **A.** Buffalo.
•76 **B.** Eagle.
12 **C.** Cougar.
4 **D.** Kangaroo.

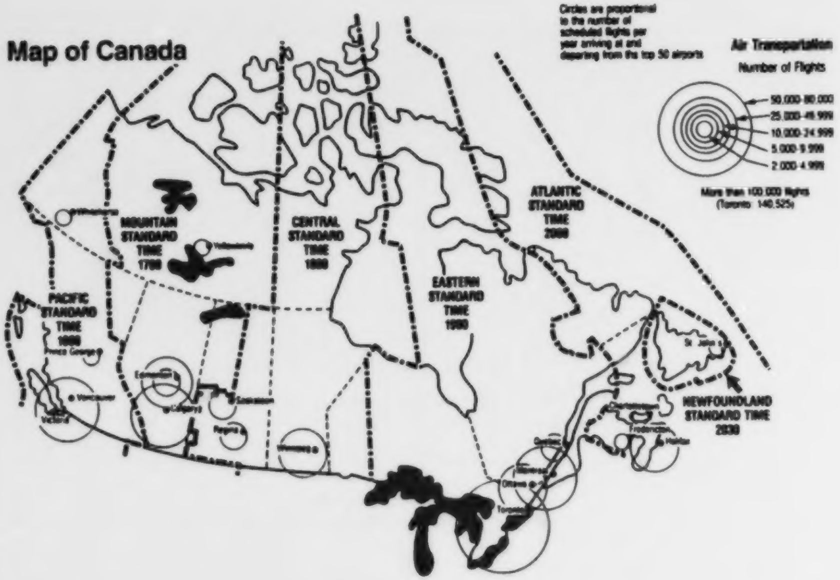
**14.** The intent of the cartoonist is to show

2 **A.** that the U.S.A. and USSR are peaceful neighbours.
2 **B.** that the U.S.A. and USSR trust and protect each other.
•87 **C.** that the U.S.A. and USSR both protect their own interests around the world.
8 **D.** that the U.S.A. and USSR do not care what the other does in world affairs.

## Air travel

**Study the map and diagram; then choose the BEST answer for questions 15 to 18.**

### Map of Canada


Circles are proportional to the number of scheduled flights per year arriving at and departing from the top 50 airports
Air Transportation
Number of Flights
50,000-80,000
25,000-49,999
10,000-24,999
5,000-9,999
2,000-4,999
More than 100,000 flights (Toronto: 140,525)
PACIFIC STANDARD TIME 1600
MOUNTAIN STANDARD TIME 1700
CENTRAL STANDARD TIME 1800
EASTERN STANDARD TIME 1900
ATLANTIC STANDARD TIME 2000
NEWFOUNDLAND STANDARD TIME 2030
St. John's
Prince George
Vancouver
Victoria
Edmonton
Calgary
Saskatoon
Regina
Winnipeg
Quebec
Montreal
Ottawa
Toronto
Charlottetown
Fredericton
Halifax

**15.** Which city experiences sunrise first each day?

3 **A.** Regina, Saskatchewan.
27 **B.** Victoria, British Columbia.
•64 **C.** St. John's, Newfoundland.
6 **D.** Toronto, Ontario.

**16.** Which city is in the Atlantic time zone?

•70 **A.** Charlottetown.
24 **B.** St. John's.
3 **C.** Baie-Comeau.
2 **D.** Gander.

**17.** How many time zone boundaries will a traveller cross while flying from Vancouver, British Columbia to St. John's, Newfoundland?

2 **A.** 2.
4 **B.** 3.
18 **C.** 4.
•74 **D.** 5.

**18.** The busiest airport in Canada is

4 **A.** Vancouver.
3 **B.** Montreal.
•90 **C.** Toronto.
2 **D.** Calgary.

## Democratic process

**Read the scenarios below; then choose the BEST answer for questions 19 to 25.**

**Introduction**

A valuable skill for students to learn is to develop consistent and logical opinions. An **opinion** is a statement that defines your feelings and values on a particular subject. A **consistent argument** is a series of statements that add information and support to your opinion. When two or more people disagree in their opinion on a subject, a **conflict** results.

**Scenario One**

**Hardeep**: "I think it's important that government maintain order. All these protests are disturbing the peace. People tend to be too critical of the government and it is very disruptive. How can elected officials ever do their work if people are criticizing them all the time?"

**Gino**: "I think it's important for people to let their opinions be known. How else will government officials know what we are thinking? Protests are okay as long as they aren't violent."

**19.** Which statement is **true**?

*81 **A.** Gino and Hardeep conflict in their views on protests.
7 **B.** Gino and Hardeep agree with each other.
6 **C.** Gino and Hardeep have the same view of democracy.
6 **D.** Gino and Hardeep do not have definite opinions.

**20.** The value at issue in this situation is

*58 **A.** maintenance of order versus freedom of speech.
10 **B.** representative government versus responsible government.
6 **C.** dictatorship versus authoritarian rule.
25 **D.** government's rights versus citizen's rights.

**21.** To further his argument, which additional statement could Gino make?

6 **A.** All protests waste valuable time and resources.
*79 **B.** Peaceful protests make a government more responsible to the people.
11 **C.** People should wait for an election to voice their protest.
3 **D.** In a democracy protests are not allowed.

**Scenario Two**

**Sharon**: "I think everybody should live according to the established laws of our country. If everybody lived by the rules, everybody would be better off. But, there's more crime than there used to be. So, it's about time we took the law into our own hands."

**22.** Is Sharon's argument consistent?

*74 **A.** No, because she wants everyone to obey the law, but says we should take the law into our own hands.
8 **B.** Yes, because everyone agrees that we need more law and order in this country.
7 **C.** Yes, because we all have rights guaranteed by the Charter of Rights and Freedoms.
10 **D.** No, because not everyone lives by the same rules or has the same rights.

**Scenario Three**

**Mrs. Murdoch**: "I have to pay school taxes in my community and I don't have any children. I think that is unfair."

**23.** The major issue Mrs. Murdoch raises is that

4 **A.** schools hold fund-raising events to collect money.
4 **B.** residents who do not pay their taxes be punished.
9 **C.** schools be totally supported by money from the provincial government.
*83 **D.** residents pay taxes for services that they do not directly use.

**Scenario Four**

**Michael**: "Canada is democracy. This means that Canadian citizens all have the right to vote in elections, must attend school to age 15, have a role to play in law-making, and believe in a government that should be responsible to the people."

**24.** Which of the statements made by Michael is **not** part of the meaning of a democracy?

13 **A.** Believe in a government that should be responsible to the people.
7 **B.** Citizens have a right to vote in elections.
17 **C.** Have a role to play in law-making.
*63 **D.** Must attend school to age 15.

**25.** Democratic elections usually involve political campaigns. The purpose of a campaign is for the candidates to explain

4 **A.** the geography of Canada.
7 **B.** why education is important.
4 **C.** why religion is important.
*85 **D.** what they plan to do if they are elected.

## Beaver, beads and pemmican

**Read the following information; then choose the BEST answer for questions 26 to 28.**

When we think of the fur trade in Canada, we usually associate it with men. We read about Native hunters and trappers, fur traders, coureurs de bois, voyageurs, explorers and men who were employed at the fur-trading posts. From these accounts, it appears that the fur trade was an all-male world. It was not. Women, particularly Native women, were deeply involved in various aspects of the fur trade. Some were traders, many others served as guides and interpreters. Most used their skills in preparing pelts for market and in preparing food and making clothing essential for all involved in the fur trade.

**26.** This reading supports the generalization that

5 **A.** women were not involved in the fur trade.
•81 **B.** women were important to the fur trade.
6 **C.** only men were involved in the fur trade.
7 **D.** only Native women were involved in the fur trade.

**27.** "Several women played a direct and valuable role in the fur trade in Canada. However, they are seldom mentioned in books about the fur trade." Compare this quotation to the reading above. This quotation

18 **A.** introduces new information.
11 **B.** contradicts the first reading.
15 **C.** offers an opinion on the first reading.
•55 **D.** provides information similar to the first reading.

**28.** Historians who do not write about the role women played in the fur trade may be called "biased" if they

7 **A.** presented all the facts to the reader.
8 **B.** believed there were no women in Canada at that time.
8 **C.** believed that men were less important than women during that time.
•76 **D.** chose to deliberately ignore the valuable contributions women made.

## Laws and government

**Choose the BEST answer for questions 29 to 34.**

**29.** In Parliament, what is the role of the opposition party?

11 **A.** It selects cabinet ministers.
14 **B.** It forms new laws for the government.
•63 **C.** It checks up on the activities of the party in power.
11 **D.** It helps the party in power.

**30.** Which statement about Parliament is true?

5 **A.** The opposition parties choose the Prime Minster.
21 **B.** The Prime Minister is elected by members of Parliament.
12 **C.** The premiers elect the head of government.
•61 **D.** The leader of the political party in power is the head of the government.

**31.** Which one of the following is **not** a political party in Canada?

•77 **A.** Republican.
5 **B.** Liberal.
6 **C.** New Democratic.
11 **D.** Progressive Conservative.

**32.** Which group is responsible for making laws?

•75 **A.** Elected politicians.
5 **B.** The police.
15 **C.** Civil servants.
3 **D.** Lawyers.

**33.** The entry of immigrants to Canada is mainly the responsibility of

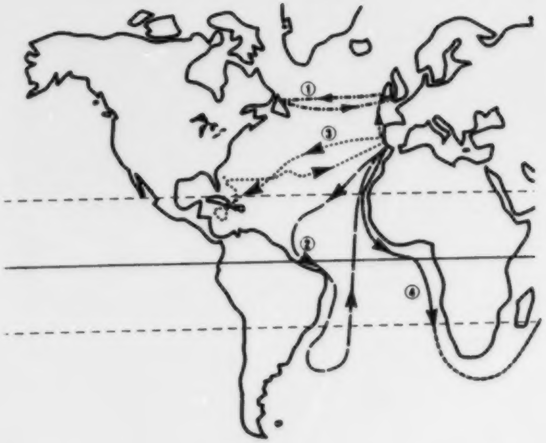
•67 **A.** the federal government.
14 **B.** the provincial government.
11 **C.** the municipal government.
6 **D.** the country of origin.

**34.** Community parks and playgrounds in Canada are **mainly** the responsibility of

6 **A.** the federal government.
24 **B.** the provincial government.
•45 **C.** the municipal government.
24 **D.** all of the above.

## Columbus and the North Atlantic

**Study the map and read the article; then choose the BEST answer for questions 35 to 40.**



The invention of the compass, the astrolabe, and the rediscovery of Ptolemy's cartographical work inspired a middle-aged ship captain and navigator in 1492 to undertake a perilous journey.

During this time, people held conflicting views about the size of the earth. Some people, such as Columbus, based their estimates on the work of Ptolemy, a scholar of Ancient Greece. However, Ptolemy had underestimated the size of the earth! After many years of trying Columbus convinced Queen Isabella of Spain to sponsor a voyage to Asia westward across the Atlantic. Columbus believed that by sailing westward, he could reach Asia within two months. What Columbus did not know was that a direct sailing route to the Orient would have taken about four months. Luckily for him, and for his crew, a continent lay where a two-month supply of food would run out.

Instead of setting his course due west from Spain, Columbus first sailed southward to the Canary Islands. He chose this route because the Canary Islands happened to be on the same parallel of latitude as Cipangu (Japan), the particular destination that he had chosen from his reading of Marco Polo. He then turned due west, exploiting the advantages of the northeasterly trade winds, which would carry him directly to his destination.

For the homeward journey Columbus had planned to go north, above the "horse latitudes," to 35 degrees, where he would meet the westerly trade winds.

Although Columbus was a skilled mariner, the winds were the mystery he had to master just as

**35.** All of the following words describe Columbus **except**

•68 **A.** good shipbuilder.
8 **B.** skillful mariner.
10 **C.** good navigator.
13 **D.** persistent.

**36.** Columbus used all of the following navigation tools in his travels to America **except**

6 **A.** a compass.
7 **B.** an astrolabe.
53 **C.** a sextant.
•33 **D.** a map of wind systems.

**37.** If Columbus had access to a current world map, the most important thing he would have discovered was that

•53 **A.** the continent of Asia was much further away than he thought.
9 **B.** the world was smaller than he thought.
11 **C.** the Orient was different than Marco Polo described.
25 **D.** a direct route westward to Asia was possible.

**38.** The **best** title for this reading is

•69 **A.** "A Great Mariner and Discoverer."
12 **B.** "The First Man to Discover Asia."
7 **C.** "The Discovery of Cipangu."
10 **D.** "Using Wind Systems in the Atlantic."

**39.** The route on the map that corresponds **most** closely with the route that Columbus took was

12 **A.** 1.
17 **B.** 2.
•53 **C.** 3.
17 **D.** 4.

**40.** The aspect of Social Studies **most** obviously dealt with in this reading is

•82 **A.** history.
4 **B.** law.
6 **C.** political science.
5 **D.** anthropology.

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES 1989

## 10T

GRADE 10
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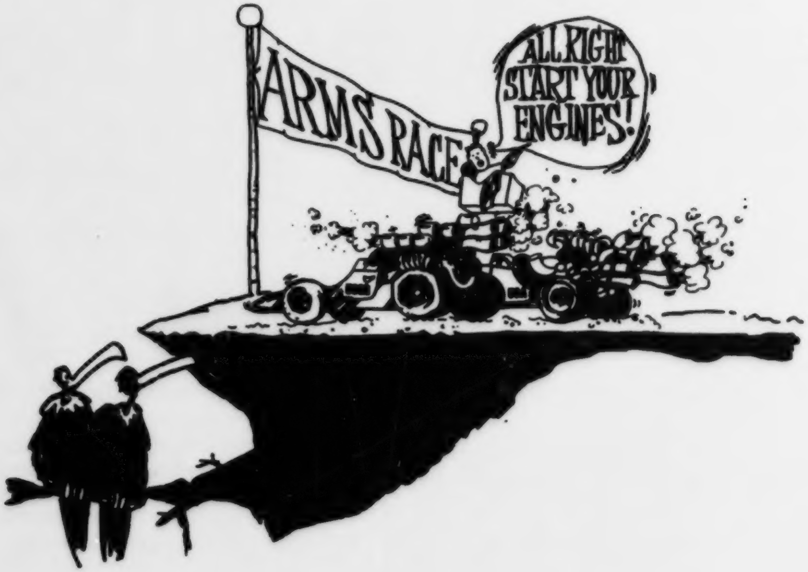
British Columbia

## Arms race

**Study the cartoon; then choose the BEST answer for questions 1 to 4.**


ARMS RACE
ALL RIGHT START YOUR ENGINES!

1. The racing cars in the cartoon represent

4 **A.** the race to develop new methods of transport.
•68 **B.** the 'war machines' of the United States and the USSR.
17 **C.** the race to stop the spread of armaments.
11 **D.** the 'war machines' of all the world powers.

2. The vultures represent

14 **A.** danger.
15 **B.** nature.
15 **C.** indifference.
•57 **D.** death.

3. The location of the vehicles suggests that

3 **A.** the racing cars have the ability to fly.
3 **B.** the race requires a lot of preparation.
•92 **C.** the race will lead to quick and inevitable death.
2 **D.** the U.S.A. will win the arms race.

4. The main purpose of the cartoon is to show that

2 **A.** it is important to acquire as many arms as possible because the race is now tied.
•72 **B.** neither country can win this race because it will cause the death of all.
4 **C.** the arms race has not yet begun.
22 **D.** the arms race will destroy nature as well as humanity.

## Renaissance and Reformation

5. Which person is associated with the Reformation?

15 **A.** Michelangelo.
•52 **B.** Martin Luther.
10 **C.** Mary Queen of Scots.
21 **D.** Abraham Lincoln.

6. Which person is associated with the Renaissance?

12 **A.** Marie Antoinette.
7 **B.** John Calvin.
•49 **C.** Leonardo da Vinci.
31 **D.** Napoleon.

## Canada's forest resource

**Questions 7 to 11 are about Canada's forest industry. Choose the BEST answer for each question.**

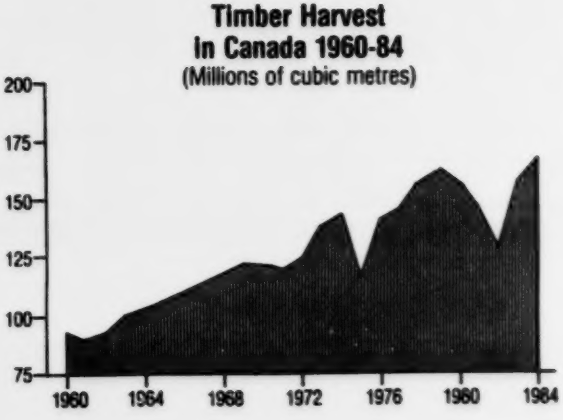
The forest industry is Canada's largest industry. Along with related manufacturing industries, it accounts for one out of every ten Canadian jobs. Wood is an important source of energy, both for the forest industries and for home heating. In addition, millions of people use Canadian forests for recreation; some go for casual hikes in woods near their homes; others hunt and fish; and still others travel hundreds of kilometres to reach wilderness areas far from cities.

**7.** From the information in the paragraph, one could conclude that

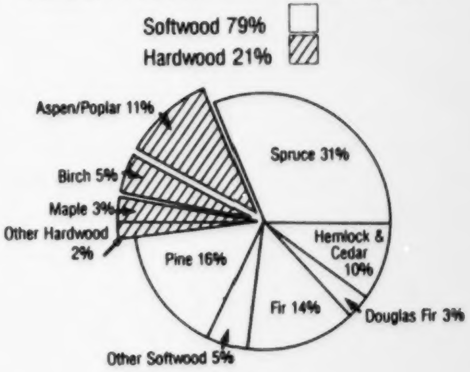
3 **A.** 90% of Canadians work in the forest industry.
•91 **B.** the forest industry is important to Canadians.
4 **C.** forests are not an important resource in Canada.
2 **D.** hunting and fishing in forested areas are the most important Canadian occupations.

**8.** From the graph below, the total timber harvest in Canada in 1984 was approximately

2 **A.** 150 million cubic metres.
•63 **B.** 168 million cubic metres.
34 **C.** 175 million cubic metres.
1 **D.** 19,644 million cubic metres.


**Timber Harvest**
**In Canada 1960-84**
(Millions of cubic metres)

### TIMBER VOLUMES BY SPECIES, 1984



Total: 19.6 billion m³

**9.** From the graph above, which group of tree species is all hardwood?

•94 **A.** Maple, birch, and aspen.
2 **B.** Spruce, fir, and cedar.
2 **C.** Spruce, pine and maple.
2 **D.** Hemlock, cedar, and pine.

Within the last decade, silvicultural activities have increased the rates of timber growth. In the period from 1976 to 1985, the land used for silviculture has quadrupled to 165 000 hectares annually. Planted areas and areas of site preparation are approaching 300 000 hectares annually.

**10.** The term 'silviculture' means

3 **A.** studying various cultures.
18 **B.** preparing land for development.
3 **C.** mining for silver.
•75 **D.** the planting of trees to be cut as timber.

**11.** The statement above implies that the continued growth of silviculture operations will result in

4 **A.** damage to our atmosphere.
9 **B.** more land being wasted in forested areas.
4 **C.** unemployment in primary sectors of the economy.
•84 **D.** more timber being available for future harvests.

## Sir Clifford Sifton

**Read the following passages; then choose the BEST answer for questions 12 to 15.**

**READING ONE**

"I think a stalwart peasant in a sheepskin coat, born on the soil, whose forefathers have been farmers for ten generations, with a stout wife and a half-dozen children, is good quality. [A skilled worker] who will not work more than eight hours a day, is, in my judgement,...very bad quality...I am indifferent as to whether or not he is British born; the more we get of them the more trouble we shall have."
Sir Clifford Sifton

**READING TWO**

During 1880 and 1914 millions of Europeans migrated to North and South America. At first, Canada received little of this flow. But in the late 1890s several factors combined to encourage the greatest immigration phase in Canada's history:

- — the Yukon Gold Rush
- — the completion of the Canadian Pacific Railway
- — the filling up of the American West
- — new agricultural developments (including the offer of free land to people willing to settle the Canadian Prairies).

Under the leadership of the Minister of the Interior, Sir Clifford Sifton, more than three million immigrants came to Canada between 1896 and 1914. In the single year of 1913 over 400,000 (more than 1000 per day) arrived to take up land in the West. In a short 18 years, Sifton's ambitious goal "to settle the empty West with producing farmers" had been achieved.

The United Kingdom and the United States supplied over two thirds of the immigrants to Canada during this period. Many tens of thousands also came from northern European countries. But the outstanding feature of this period was the influx of immigrants from central and eastern Europe - Ukrainians, Poles, Hungarians, Romanians, and Russians.

**12.** Sir Clifford Sifton's statement (Reading One) describes the type of immigrant wanted for settlement of

11 **A.** the Canadian Shield.
21 **B.** British Columbia.
8 **C.** the Maritimes.
•59 **D.** the Prairies.

**13.** Reading One shows that Sir Clifford Sifton was

•45 **A.** biased in favour of peasant immigrants to settle farmland.
20 **B.** in favour of "closing the doors" of immigration to Canada.
25 **C.** biased in favour of skilled workers.
10 **D.** in favour of letting immigrants settle where they wanted.

**14.** The **most** important attraction for new immigrants who wanted to farm was

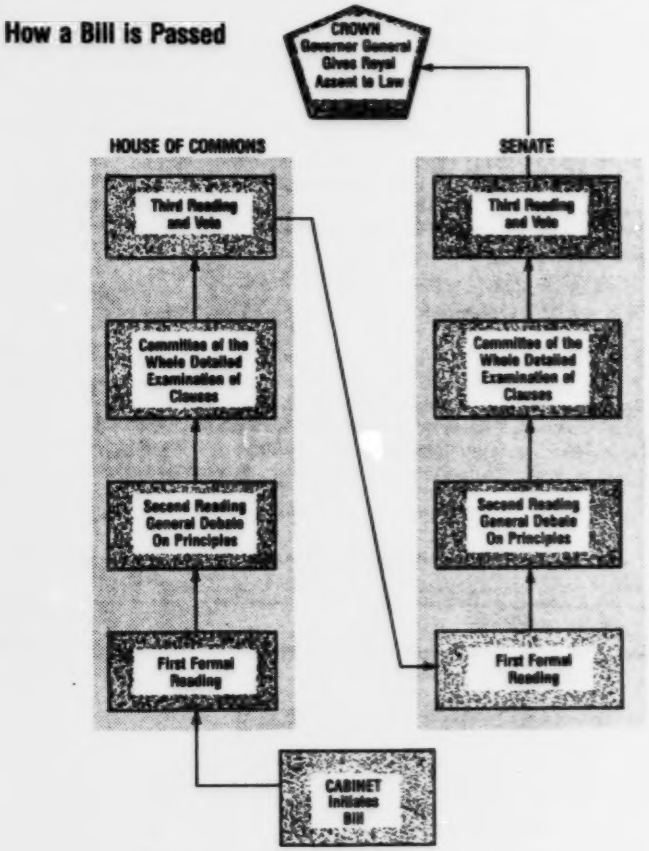
•72 **A.** the Canadian government's offer of free land on the Prairies.
14 **B.** the opportunity to find gold in the Yukon.
6 **C.** the opportunity to travel on the Canadian Pacific Railway.
8 **D.** the availability of work as a skilled labourer in factories.

**15.** Which statement is **fact** rather than opinion?

•71 **A.** People from all over Europe settled in the Prairies.
9 **B.** Farmers make better immigrants than skilled workers.
8 **C.** Stalwart peasants in sheepskin coats make the best farmers.
12 **D.** Skilled workers never work more than eight hours a day.

## Parliamentary process

**Questions 16 to 19 can be answered using information from the chart below. Study the chart; then answer the questions.**



How a Bill is Passed

CROWN
Governor General Gives Royal Assent to Law
HOUSE OF COMMONS
SENATE
Third Reading and Vote
Committee of the Whole Detailed Examination of Clauses
Second Reading General Debate On Principles
First Formal Reading
Third Reading and Vote
Committee of the Whole Detailed Examination of Clauses
Second Reading General Debate On Principles
First Formal Reading
CABINET Initiates Bill

**16.** How many readings must a bill pass through in the House of Commons before it is passed on to the Senate?

3 **A.** One.
4 **B.** Two.
*64 **C.** Three.
29 **D.** Six.

**17.** Who gives final approval to a law in Canada?

8 **A.** The Queen.
7 **B.** The Prime Minister.
3 **C.** The Premier.
*81 **D.** The Governor General.

**18.** Which is the first stage at which discussion of a bill takes place?

*54 **A.** When Cabinet introduces the bill.
3 **B.** After Royal Assent.
10 **C.** After the First Reading in the Senate.
33 **D.** At the Second Reading in the House of Commons.

**19.** Who introduces most bills?

6 **A.** A senator.
*88 **B.** The Cabinet.
4 **C.** The Governor General.
2 **D.** The Queen.

## Industrial revolution

**Read this story, then choose the BEST answer for questions 20 to 23.**

There was once a factory that employed thousands of people. Its production line was a miracle of efficiency. But the factory had a high accident rate. The machinery was dangerous and it also did not make allowances for human error, forgetfulness, or ignorance. Day after day, workers came out of the factory with squashed fingers, cuts and bruises. Sometimes someone would lose an arm or a leg, or be crushed to death.

Enlightened people began to see that something needed to be done. Local churches were first on the scene, setting up a small first-aid tent outside the factory gate. Through donations a proper clinic was built. The town council then became interested, and provided funds to turn the clinic into a small hospital with modern equipment, an operating theatre, and a full-time staff of doctors and nurses. Several lives were saved. The factory management, seeing the good that was being done and wishing to prove itself enlightened, gave the hospital backing, some funds, and an ambulance to move serious cases.

But, year by year, as production increased, the accident rate continued to rise. In spite of everything the hospital could do, more and more people were maimed or died from injuries they received.

Only then did some people begin to ask if it was enough to treat people's injuries while leaving untouched the machinery that caused them.

**20.** Which statement best illustrates the major problem faced by workers at this factory?

*89 **A.** The machinery they used was dangerous.
4 **B.** They needed to raise money to support the hospital.
4 **C.** They needed more medical help from the hospital.
3 **D.** They were not being paid enough.

**21.** The reading shows that factory owners were most likely concerned about

8 **A.** helping the workers.
*79 **B.** maintaining production.
7 **C.** paying for medical costs.
6 **D.** building safer equipment.

**22.** If the machines were redesigned to be less dangerous

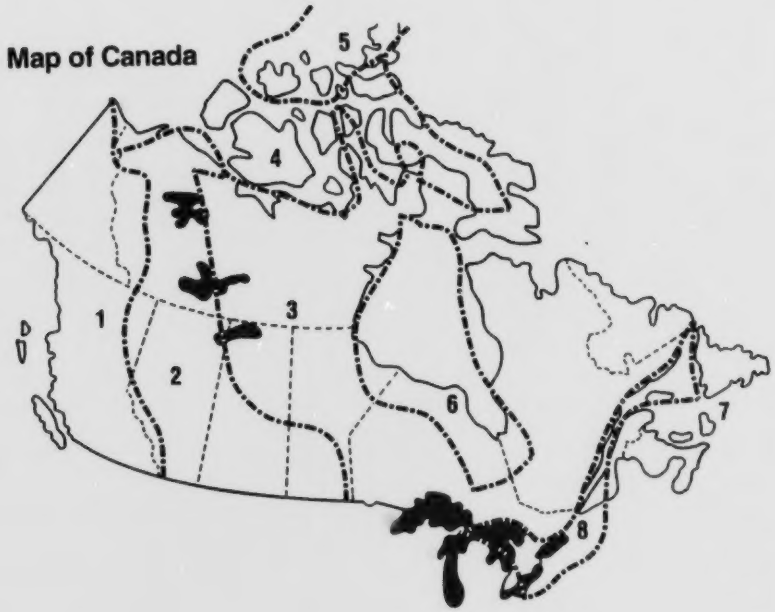
*88 **A.** fewer workers would get hurt.
5 **B.** factory owners would have to lay off more workers.
3 **C.** more hospitals would have to be built.
3 **D.** there wouldn't be any change.

**23.** During the Industrial Revolution, conditions similar to those described in this reading were common. Eventually, workers banded together to form

4 **A.** their own factories.
*86 **B.** unions.
7 **C.** hospitals.
2 **D.** churches.

## Canada

**Study the map; then choose the BEST answer for questions 24 to 26.**



**24.** Which region on the map is the Canadian Shield?

8 **A.** 1.
7 **B.** 2.
•81 **C.** 3.
3 **D.** 5.

**25.** Which region is the Cordillera?

•52 **A.** 1.
20 **B.** 2.
9 **C.** 3.
18 **D.** 5.

**26.** Which product would pass in greatest quantity through the St. Lawrence Seaway?

10 **A.** Automobiles.
•20 **B.** Wheat.
6 **C.** Electronic products.
64 **D.** Fish products.

## Rebellion breaks out

**Read the following information; then choose the BEST answer for questions 27 to 32.**

On March 13, 1885, Superintendent Lief Crozier of the NWMP sent a telegram from Battleford to Ottawa saying "Half-Breed [Metis] rebellion liable to break out at any moment. If half-breeds rise Indians will join them."

On March 18th, after hearing a rumour that 500 NWMP were on their way to arrest their Metis leader, some of Riel's Metis followers cut the telegraph line at Batoche. They seized the government buildings, raided the stores and took the employees hostage. At Batoche, Riel declared a provisional government with himself as leader. Riel then sent this message to Superintendent Crozier.

> 21 March 1885
>
> To Major Crozier, Commandant of the Police Force at Carlton and Battleford
>
> Major:
>
> The councillors of the provisional government of Saskatchewan have the honour to communicate to you the following conditions of surrender: You will be required to give up completely the situation which the Canadian Government have placed you in, at Carlton and Battleford, together with all government properties.
>
> In case of acceptance, you and your men will be set free on your parole [word] of honour to keep the peace. And those who will choose to leave the country will be furnished with teams and provisions.
>
> In case of non-acceptance, we intend to attack you, when tomorrow, the Lord's Day, is over; and to commence without delay a war of extermination upon all those who have shown themselves hostile to our rights.
>
> Major, we respect you. Let the cause of humanity be a consolation for you for the reverses which the governmental misconduct has brought upon you.
>
> Louis Riel

Crozier did not surrender his post. The rebellion had begun.

**27.** Superintendent Lief Crozier was a representative of

4 **A.** the Canadian Pacific Railway.
12 **B.** the province of Manitoba.
*60 **C.** the Canadian government.
23 **D.** the North West Territory.

**28.** The main purpose of Riel's letter was to

8 **A.** announce the surrender of Metis forces.
*64 **B.** request the surrender of the Canadian government.
13 **C.** warn Major Crozier of an Indian attack.
14 **D.** to persuade Major Crozier to form an alliance.

**29.** In his letter, Riel accused the Canadian government of

9 **A.** sending out the police when it wasn't necessary.
11 **B.** starting a war with the native people.
*62 **C.** disregarding the rights of the Metis.
17 **D.** refusing to keep the peace.

**30.** A likely result of a victory by Riel and his forces would have been

14 **A.** increased numbers of settlers from the East on Metis land.
12 **B.** annexation of Canada by the United States.
*65 **C.** establishment of a Metis government in the West.
7 **D.** dominance of the English language over the French language in the West.

**31.** Superintendent Crozier's response to Riel's letter was

*80 **A.** to refuse to agree to his request.
9 **B.** to surrender to Riel's provisional government.
5 **C.** to escape into the United States.
5 **D.** to seek advice from Ottawa.

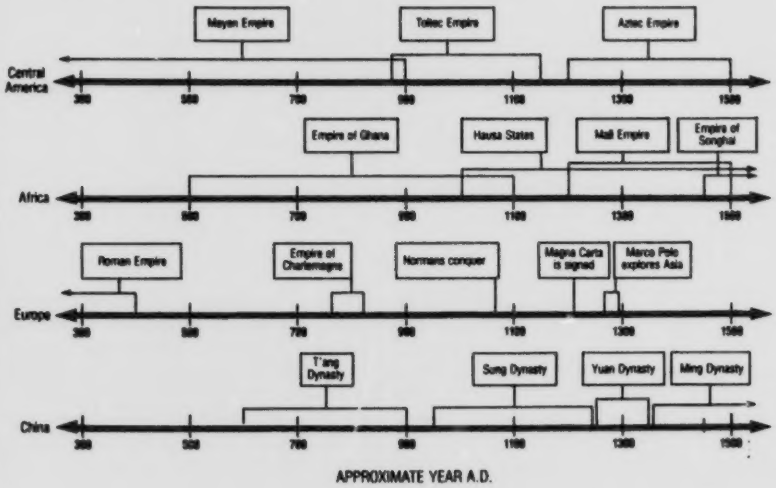
**32.** Which portion of this reading is a primary source?

*43 **A.** The letter from Riel.
14 **B.** The description of the rebellion.
10 **C.** The message from the provisional government.
32 **D.** All of this reading.

## Empires and dynasties

**Study the timelines; then choose the BEST answer for questions 33 to 36.**

**TIMELINE**



**33.** Which one of the following occurred after Marco Polo explored Asia?

6 **A.** The Empire of Ghana.
7 **B.** The Toltec Empire.
•77 **C.** The Ming Dynasty.
9 **D.** The Norman Conquest.

**34.** According to the timeline for Africa, about what year did the Mali Empire begin?

3 **A.** 1100 A.D.
5 **B.** 1150 A.D.
•67 **C.** 1200 A.D.
23 **D.** 1300 A.D.

**35.** William the Conqueror invaded England in 1066 A.D. In which century did the invasion occur?

12 **A.** First century.
24 **B.** Tenth century.
16 **C.** Ninth century.
•47 **D.** Eleventh century.

**36.** Which Empire lasted the longest time?

9 **A.** Aztec Empire.
6 **B.** Empire of Charlemagne.
•79 **C.** Empire of Ghana.
5 **D.** Sung Dynasty.

## Canadian Pacific Railway

Building a western railway was connected with the desire to populate the Prairies. The following paragraph is an example of the kind of advertising used to attract immigrants to the Prairies.

**Read the advertisement; then choose the BEST answer for questions 37 to 40.**

> ***Come to Canada!***
>
> The climate is particularly healthy, the proportion of deaths to the population being only 1 in 98, as compared with 1 in 74 in the United States, 1 in 46 in England, 1 in 42 in France. More than 5,000 miles of railway are already in operation, and 2,000 miles are being built which should create many jobs for NAVVIES, MECHANICS and LABOURERS.
>
> Railway tickets at the public charge, of free passages are given from Quebec or Halifax to poor Emigrants for their transportation to points in Ontario and Quebec; from there, the Provincial Governments pay the passages of Emigrants to points inland.
>
> ***Persons Who Would Emigrate***
>
> — Persons with capital, either in large or small amounts, who are seeking investment.
> — Farmers with some capital, who can buy and stock a freehold estate with the money needed to carry on a small farm in England.
> — Agricultural labourers, skilled and unskilled, for whom there is a large and increasing demand.
> — Mechanics of various descriptions...

**37.** This advertisement was published in a newspaper in Britain at the end of the 19th century. What is the **main purpose** of the advertisement?

10 **A.** To inform possible immigrants about railway building in Canada.
•76 **B.** To promote immigration to Canada.
8 **C.** To seek money for the building of railroads in Canada.
4 **D.** To convince sick people that Canada is a healthy place to live.

**38.** Why does the poster include comparisons of deaths in other countries?

•70 **A.** Because Canada wants immigrants to believe that they could live longer if they moved to Canada.
9 **B.** Because Canada wants healthy immigrants to move to Canada.
13 **C.** Because the climates in the United States, England and France are more harsh than in Canada.
6 **D.** Because Canada wants strong people to work on the railways.

**39.** Which statement supports the argument that this advertisement is **not** 'balanced' or 'fair', but is propaganda?

14 **A.** It only encourages rich investors to come to Canada.
10 **B.** There is a lot of information about how to arrange financing for the journey.
17 **C.** It is mainly trying to sell railway tickets and does not inform about other means of transportation.
•57 **D.** It presents only positive information and does not give enough details about emigration.

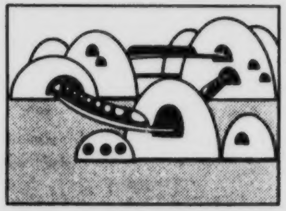
**40.** It is an **opinion** rather than a fact that

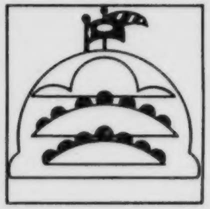
•57 **A.** immigrants were much happier in Canada than they were in their country of origin.
12 **B.** financial assistance was available for some immigrants who were too poor to buy their own train tickets inland.
18 **C.** immigrants who were skilled agricultural labourers were likely to get jobs quickly after landing in Canada.
12 **D.** people who had enough money could start their own farms after immigrating to Canada.

# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

**4R**

LIVRET R: 4e





· MINISTRY OF EDUCATION ·
STUDENT ASSESSMENT
Province of British Columbia

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## Le Potlach

1. Il y a plusieurs raisons qui font que les autochtones dansent lors d'un potlatch. Une de ces raisons est de raconter l'histoire de la famille. Une autre est de montrer respect et amour pour les animaux. Une troisième est

4 **A.** de faire peur aux enfants.
*85 **B.** d'amuser leurs invités.
3 **C.** de faire beaucoup de bruit.
7 **D.** de faire de l'exercice.

2. Donner des cadeaux lors d'un potlatch est important parce que

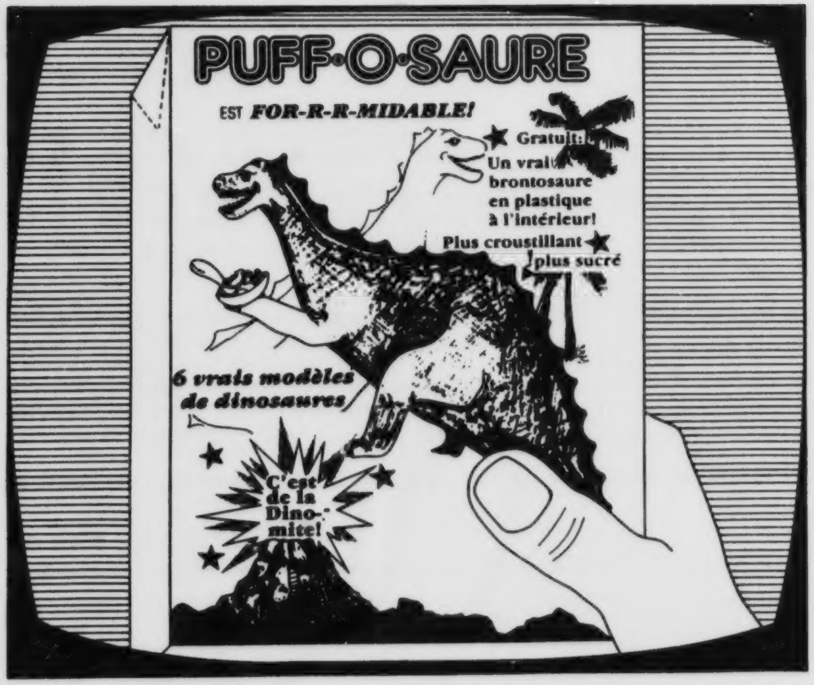
*87 **A.** tu veux remercier tes invités d'être venus.
6 **B.** tu aimes recevoir beaucoup de cadeaux pour jouer.
4 **C.** tu veux beaucoup de paquets à rapporter à la maison.
2 **D.** tu as besoin de photos pour afficher dans ta maison.

3. Lors d'un potlatch, tu observes que beaucoup de gens portent des blasons représentant divers oiseaux et animaux. Les autochtones portent ces blasons

*68 **A.** pour montrer leur respect envers les animaux.
7 **B.** parce que les blasons sont très colorés.
18 **C.** parce qu'ils conservent la chaleur.
6 **D.** parce qu'on les porte chaque jour.

## Puff-o-saure

**Étudie l'écran de télévision et choisis la MEILLEURE réponse aux questions numérotées de 4 à 8.**


PUFF-O-SAURE
EST FOR-R-R-MIDABLE!
Gratuit: Un vrai brontosaure en plastique à l'intérieur!
Plus croustillant
plus sucré
6 vrais modèles de dinosaures
C'est de la Dino-mite!

4. Cette annonce publicitaire est présentée pendant que Jean regarde son émission préférée de dessins animés. La compagnie de publicité a choisi de passer cette annonce à ce moment précis parce qu'elle espère que

27 **A.** les enfants apprennent à connaître les dinosaures.
15 **B.** les gens ont faim.
*44 **C.** les enfants regardent la télévision.
12 **D.** les familles sont réunies pour le souper.

5. Cette annonce publicitaire affirme que les enfants vont aimer cette céréale parce que

*67 **A.** manger des céréales en forme de dinosaures est amusant.
14 **B.** elle fait partie d'un des quatre groupes alimentaires.
3 **C.** nous apprendrons à connaître les volcans.
15 **D.** les dinosaures ont disparu depuis plusieurs années.

6. Cette annonce publicitaire nous apprend des choses au sujet du Puff-O-Saure. Quel **fait** apprend-on dans cette annonce? Le Puff-O-Saure est

*62 **A.** sucré.
25 **B.** amusant.
9 **C.** nutritif.
3 **D.** bon pour les dents.

7. Laquelle de ces réponses concernant le Puff-O-Saure **n'est pas** un fait?

21 **A.** Le Puff-O-Saure se présente sous forme de dinosaure.
20 **B.** Le Puff-O-Saure est sucré.
*29 **C.** Le Puff-O-Saure est amusant à manger.
28 **D.** Le Puff-O-Saure offre un brontosaure jouet.

8. Jean est à l'épicerie avec son papa. Jean dit: "Regarde papa! Voici la céréale Puff-O-Saure. Achetons-en". "Pourquoi acheter cette céréale?" demande papa. Jean répond: "Parce que j'aime les dinosaures et la céréale Puff-O-Saure est FORMIDABLE !" Jean n'a jamais goûté cette céréale auparavant. Pourquoi est-il sûr qu'elle est formidable?

7 **A.** Parce qu'il veut apprendre à connaître les dinosaures.
6 **B.** Parce que c'est très bon pour la santé.
*78 **C.** Parce que dans chaque boîte on offre un brontosaure jouet.
9 **D.** Parce qu'il aime les céréales colorées.

12

## Le cap Kendall

**Lis les renseignements suivants; puis choisis la MEILLEURE réponse aux questions numérotées de 9 à 13.**

Tuktu est un jeune Inuit de 12 ans. Il habite au cap Kendall. Cet été, ses parents vont quitter le cap Kendall pour pêcher. Ils vont aussi chasser le phoque. Les enfants apprendront à nettoyer les peaux et à en faire des vêtements. Les parents de Tuktu veulent que leurs enfants apprennent à vivre des produits de la terre. C'est ainsi que les Inuit vivent depuis toujours.

Tuktu ne veut pas accompagner ses parents cet été. Il veut rester au cap Kendall avec sa tante pour voir le déchargement des marchandises du bateau qui vient du sud. Cela n'arrive qu'une fois par année.

**9.** Quel est le problème que doivent résoudre Tuktu et ses parents?

14 **A.** Tuktu est fâché avec ses parents parce qu'ils refusent de le laisser aller à Vancouver pour l'été.
11 **B.** Tuktu et ses parents ne peuvent pas se décider sur la somme d'argent dont il a besoin pour l'été.
•62 **C.** Tuktu et ses parents doivent décider où et comment il passera l'été.
11 **D.** Tuktu n'aura aucune nourriture pour l'hiver.

**10.** Laquelle de ces solutions est possible?

22 **A.** Tuktu obtient un emploi où il nettoie des peaux et confectionne des vêtements.
10 **B.** Tuktu va à l'école tout l'été et apprend à connaître les bateaux.
•64 **C.** Tuktu passe une partie de l'été au cap Kendall et l'autre avec ses parents.
2 **D.** Tuktu se joint à une équipe de basketball sur le bateau.

**11.** Que pourrait-il arriver si Tuktu restait avec sa tante?

21 **A.** Il n'aurait pas de nouveaux vêtements.
16 **B.** Il apprendrait à chasser et à pêcher.
20 **C.** Il apprendrait à vivre des produits de la terre.
•42 **D.** Il verrait de nouvelles choses du bateau.

**12.** Que pourrait-il arriver si Tuktu allait avec ses parents?

•60 **A.** Il apprendrait à vivre des produits de la terre.
15 **B.** Il verrait le déchargement des marchandises du bateau.
14 **C.** Il se ferait de nouveaux amis au cap Kendall.
10 **D.** Ses parents changeraient d'idée.

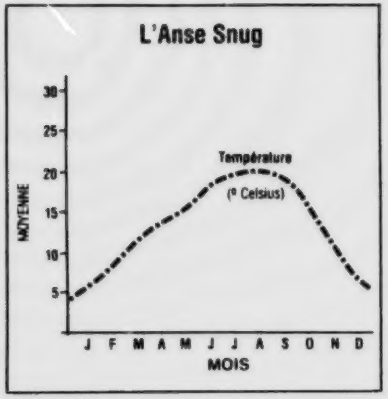
**13.** Pourquoi les parents de Tuktu veulent-ils qu'il apprenne à chasser et à confectionner des vêtements?

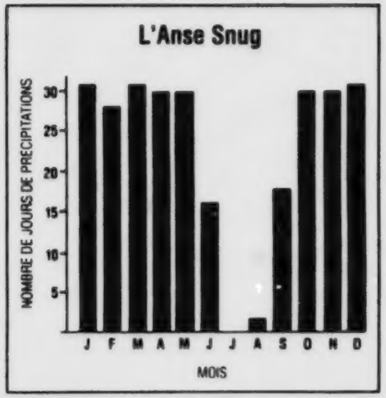
•61 **A.** Ils veulent qu'il apprenne les métiers traditionnels des Inuit.
23 **B.** Ils n'ont pas d'autre moyen de se procurer des vêtements.
8 **C.** Ils ne s'intéressent pas aux bateaux.
7 **D.** Ils n'aiment pas habiter au cap Kendall.

13

## L'anse Snug

**Étudie les graphiques ci-dessous; puis choisis la MEILLEURE réponse aux questions numérotées de 14 à 16.**





**14.** Tu détestes faire de la planche à roulettes sous la pluie. Si tu habitais l'anse Snug, quel serait ton mois préféré pour faire de la planche à roulettes?

8 **A.** Novembre.
16 **B.** Janvier.
•68 **C.** Juillet.
7 **D.** Février.

**15.** Quels sont les mois de l'année où on doit pelleter la neige presque chaque jour?

•84 **A.** Décembre.
4 **B.** Septembre.
4 **C.** Avril.
6 **D.** Juillet.

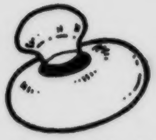
**16.** En avril, qu'est-ce qu'il vaut mieux porter pour une promenade en forêt?

•45 **A.** Des bottes en caoutchouc.
15 **B.** Des sandales.
31 **C.** Des espadrilles.
9 **D.** Des raquettes.

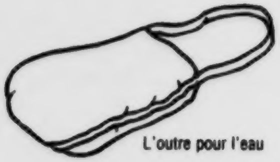
## Les outils des Inuit

**Étudie les dessins ci-dessous; puis choisis la MEILLEURE réponse aux questions numérotées de 17 à 19.**

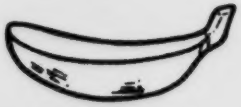
### Les Outils Des Inuit



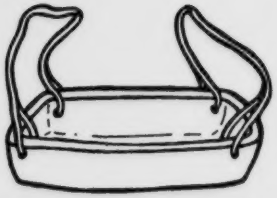
L'outre contenant les objets pour faire du feu



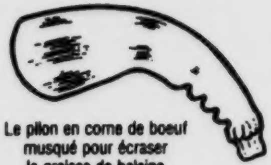
L'outre pour l'eau



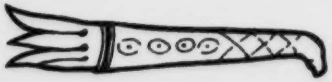
La louche en corne de boeuf musqué



La marmite de stéatite avec anses en peau de phoque



Le pilon en corne de boeuf musqué pour écraser la graisse de baleine



La fourchette à viande en os

**17.** Laquelle des catégories suivantes décrit le **mieux** les outils de la page 14?

15 **A.** Les outils pour confectionner des vêtements.
15 **B.** Les outils pour construire des iglous.
10 **C.** Les outils pour construire un umiak.
•58 **D.** Les ustensiles de cuisine.

**18.** Qu'est-ce que ces outils ont en commun?

12 **A.** Ils proviennent tous de la quincaillerie.
18 **B.** Ils sont encore utilisés souvent.
17 **C.** Ils sont seulement utilisés par les hommes.
•51 **D.** Ils proviennent des ressources naturelles.

**19.** D'après ces dessins, quelles conclusions peux-tu tirer à propos des Inuit?

9 **A.** Les Inuit n'avaient pas d'outils très utiles.
14 **B.** Les Inuit ne passaient pas beaucoup de temps à fabriquer des outils.
17 **C.** Les Inuit décoraient tout ce qu'ils fabriquaient.
•57 **D.** Les Inuit dépendaient des animaux pour fabriquer leurs outils.

## L'aventure dans la salle de classe

**Lis les renseignements suivants; puis choisis la MEILLEURE réponse aux questions numérotées de 20 à 27.**

La classe de quatrième année de Madame Salero essaie de résoudre un problème en sciences humaines. Madame Salero doit quitter la classe à cause d'une urgence.

**20.** Les élèves ont la responsabilité

6 **A.** d'aller chercher leur goûter pour la récréation.
•82 **B.** de continuer à travailler sagement.
6 **C.** de discuter avec le voisin.
5 **D.** de rendre visite aux autres élèves de quatrième année.

Madame Salero revient dans sa classe. Certains élèves sont dans le couloir. D'autres courent et crient dans la classe. D'autres encore sont assis et essaient de travailler.

**21.** Quel est le problème?

14 **A.** La quatrième année sera en punition après la classe.
•64 **B.** Certains élèves ne se comportent pas de façon responsable.
10 **C.** On a demandé Madame Salero au téléphone.
10 **D.** Le directeur n'apprécie pas le comportement des élèves.

**22.** Qui d'autre a pu être dérangé par la confusion qui règne dans la classe de Madame Salero?

8 **A.** Le/La secrétaire.
10 **B.** Les parents.
12 **C.** Les enfants qui jouent dans la cour de récréation.
•68 **D.** Les classes voisines.

**23.** Quel effet l'absence de Madame Salero a-t-elle sur les élèves qui veulent travailler en classe?

•37 **A.** Ils sont fâchés.
7 **B.** Ils sont malades.
12 **C.** Ils ont faim.
43 **D.** Ils se sentent rejetés.

**24.** Quel effet le retour de Madame Salero a-t-il sur les élèves qui travaillent?

9 **A.** Ils ont faim.
14 **B.** Ils sont en colère.
20 **C.** Ils sont bouleversés.
•55 **D.** Ils se sentent mieux.

**25.** Que ressent la maîtresse quand elle revient dans la salle et constate le comportement des élèves?

20 **A.** L'émerveillement.
18 **B.** La joie.
11 **C.** La peur.
•48 **D.** Le découragement.

**26.** Comment les élèves et la maîtresse pourraient-ils résoudre ce problème ensemble?

15 **A.** Les élèves peuvent se disputer entre eux.
25 **B.** Ils peuvent continuer à travailler leur problème en sciences humaines.
8 **C.** La maîtresse peut leur pardonner.
•50 **D.** Ils peuvent discuter à nouveau des règlements de la classe.

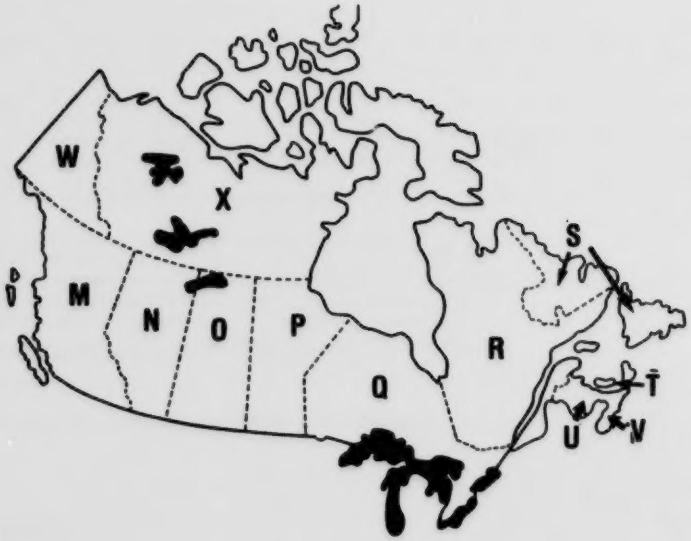
**27.** Laquelle de ces solutions serait possible pour tout le groupe?

14 **A.** La maîtresse ne quittera plus jamais la classe.
6 **B.** La maîtresse laisse les élèves faire ce qu'ils veulent.
•66 **C.** Les élèves et la maîtresse préparent une liste des responsabilités des élèves.
12 **D.** Les élèves ne parleront plus jamais en classe.

18

## La carte

**Étudie la carte; puis choisis la MEILLEURE réponse aux questions numérotées de 28 à 30.**



19

**28.** Quel pays est représenté sur cette carte?

*82 **A.** Le Canada.
3 **B.** Les États-Unis.
5 **C.** L'Amérique du Nord.
7 **D.** La Colombie-Britannique.

**29.** Dans quelle province habites-tu?

*83 **A.** M.
6 **B.** N.
4 **C.** O.
5 **D.** W.

**30.** Sur cette carte, les provinces des Prairies sont indiquées par les lettres

17 **A.** T, U, V.
10 **B.** W, X.
*60 **C.** N, O, P.
10 **D.** M, N.

## Le Canada

**Choisis la MEILLEURE réponse aux questions numérotées de 31 à 33.**

**31.** Lequel de ces noms est celui d'une province?

18 **A.** L'île de Vancouver.
•38 **B.** L'île du Prince-Édouard.
32 **C.** Le Yukon.
7 **D.** Le Labrador.

**32.** Quelle est la capitale de la Colombie-Britannique?

•75 **A.** Victoria.
10 **B.** Vancouver.
8 **C.** Ottawa.
3 **D.** Edmonton.

**33.** Dans quelle région canadienne cultive-t-on la plus grande quantité de céréales?

9 **A.** Les provinces de l'Atlantique.
•57 **B.** Les Prairies.
14 **C.** La Côte ouest.
17 **D.** Les Territoires du Nord-Ouest.

## La tribu des Pitsulas

Dans un pays éloigné appelé Pitsuland, une équipe de construction perce une route dans la forêt tropicale. Ils découvrent un peuple, les Pitsulas. Il semble que les Pitsulas n'ont jamais eu de contact avec d'autres personnes. Ils se déplacent dans la forêt tropicale à la recherche de leur nourriture. Ils attrapent des poissons, chassent les petits mammifères et ramassent des baies et des racines comestibles. Ils fabriquent et utilisent quelques armes et des outils archaïques faits de bois, de lianes et de pierre.

Le gouvernement de Pitsuland veut déplacer la tribu et défricher la forêt tropicale pour y installer des fermes. Il veut aussi moderniser la tribu.

**34.** Laquelle de ces questions décrit le problème le **plus** important posé à Pitsuland?

34 **A.** Devrait-on construire des routes modernes dans la forêt tropicale?
19 **B.** La forêt tropicale se prête-t-elle à l'agriculture?
•32 **C.** Les habitudes de vie de la tribu doivent-elles changer?
10 **D.** Les outils de bois sont-ils efficaces face aux besoins essentiels?

**35.** Quels renseignements supplémentaires seraient les **plus** utiles pour aider le gouvernement à prendre des décisions?

16 **A.** Le dieu de la tribu est Gorkan, dieu du soleil.
23 **B.** On manque de pétrole dans le pays et les prix montent.
•38 **C.** Toutes les terres cultivables du pays sont occupées et il y a un manque d'aliments.
17 **D.** L'industrie touristique est en expansion et on a besoin de plus d'hôtels.

Certaines personnes telles que Marta et Juan Rojo ont peur que les autochtones s'opposent aux changements qu'implique la vie moderne. Ils s'inquiètent aussi des problèmes qui pourraient survenir entre les Pitsulas et les fermiers.

**36.** Si tu étais à la place de Marta ou Juan Rojo, que dirais-tu au gouvernement?

22 **A.** Nous avons besoin de terres à cultiver.
•46 **B.** Il ne faut pas détruire les habitudes de vie de la tribu.
13 **C.** Nous avons besoin de routes.
13 **D.** On doit civiliser les autochtones.

Le gouvernement décide de couper les arbres et d'établir des fermes. On entoure ces fermes avec des clôturent.

**37.** De quelle façon les habitudes alimentaires des Pitsulas sont-elles affectées par ce changement?

16 **A.** Ils ne peuvent plus utiliser leurs méthodes de pêche traditionnelles.
27 **B.** Il y a plus d'animaux sauvages à chasser.
•38 **C.** Ils ne peuvent plus se déplacer librement pour la cueillette et la chasse.
13 **D.** Ils peuvent apprendre aussi à construire des clôtures.

22

## Les jeux olympiques

**Les jeux olympiques ont lieu tous les quatre ans avec la participation de nombreux pays.**

**38.** Le domaine des jeux olympiques est

2 **A.** les arts.
•88 **B.** les sports.
2 **C.** le commerce.
3 **D.** la musique.

**39.** Les derniers jeux olympiques d'été ont eu lieu à Séoul en Corée du Sud. Les gens ont participé aux jeux

7 **A.** parce qu'ils étaient forcés par la Corée.
•72 **B.** parce qu'ils voulaient faire des compétitions avec les meilleurs athlètes.
7 **C.** parce qu'ils étaient forcés par leur gouvernement.
9 **D.** parce qu'ils étaient payés.

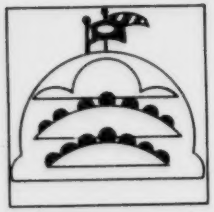
**40.** Les cercles de l'emblème olympique indiquent

16 **A.** que "le lancement des anneaux" est l'événement le plus important des jeux olympiques.
37 **B.** que cinq pays participent à chaque événement.
•27 **C.** que les gens de tous les pays devraient coopérer.
14 **D.** que plusieurs mariages ont lieu aux jeux olympiques.

# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

4S

LIVRET S: 4e



· MINISTRY OF EDUCATION ·

Province of British Columbia

STUDENT ASSESSMENT

A C H I E V E M E N T

## La planche à roulettes

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 1 à 3.**

La ville de Carlmont a beaucoup d'enfants qui aiment faire de la planche à roulettes dans les rues et sur les trottoirs. Les commerçants et les promeneurs ne sont pas contents. Les automobilistes ont peur de renverser les enfants qui font de la planche à roulettes.

Après avoir analysé le problème, la ville a créé un parc pour planches à roulettes. On doit maintenant établir des règles de sécurité.

**1.** Pour que tout le monde connaisse les règles, les responsables du parc pourraient

9 **A.** raconter des histoires aux enfants.
11 **B.** demander aux gens de quitter le parc pour planches à roulettes.
•68 **C.** afficher les règles du parc pour planches à roulettes.
11 **D.** annoncer le tarif d'entrée.

**2.** Si tu n'es pas d'accord avec une des règles en vigueur dans le parc pour planches à roulettes et que tu désires la changer, tu devrais

8 **A.** essayer de désobéir les règles sans être puni.
7 **B.** ne rien dire et ne pas tenir compte des règles.
•81 **C.** en parler aux responsables du parc.
3 **D.** persuader tes amis de désobéir comme toi.

**3.** Un des rôles des responsables du parc serait

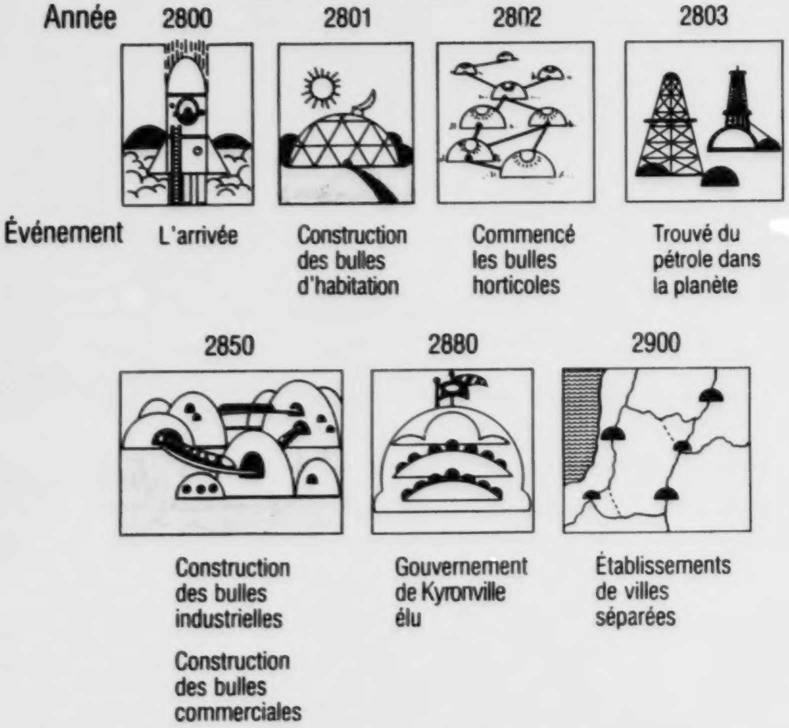
•77 **A.** de faire appliquer les règles.
6 **B.** de crier après les enfants.
9 **C.** d'ignorer ceux qui font de la planche à roulettes.
7 **D** de préparer le déjeuner de ceux qui font de la planche à roulettes.

## Kyronville

**Étudiez cette ligne de temps; puis choisissez la MEILLEURE réponse aux questions numérotées de 4 à 8.**

Pour visiter les colonies de Kyron, on t'emmène faire voyage imaginaire dans une machine à remonter le temps. Kyron est une planète froide, située très loin du soleil. La plupart des gens de Kyron habitent dans la ville de Kyronville. Voici une ligne de temps indiquant les événements importants dans l'histoire de cette communauté.

### Ligne de temps Kyronville


Année
2800
2801
2802
2803
Événement
L'arrivée
Construction des bulles d'habitation
Commencé les bulles horticoles
Trouvé du pétrole dans la planète
2850
2880
2900
Construction des bulles industrielles
Construction des bulles commerciales
Gouvernement de Kyronville élu
Établissements de villes séparées

**4.** En quelle année Kyronville a-t-elle décidé d'élire son propre gouvernement?

10 **A.** 2800.
5 **B.** 2803.
8 **C.** 2850.
•76 **D.** 2880.

**5.** En 2850, Kyronville est devenu surpeuplée. À cause de cela, qu'est-ce qui s'est passé en 2900?

6 **A.** Les gens ont commencé à regarder plus souvent la télévision.
18 **B.** Un nouveau gouvernement a été formé.
10 **C.** Des gens ont voulu retourner sur Terre.
•64 **D.** De nouvelles colonies ont été créées.

**6.** En 2803, on a trouvé du pétrole à Kyron. De quelle façon les habitants de Kyron ont-ils été affectés par cette découverte?

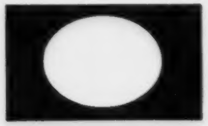
5 **A.** Ils se sont servi des animaux pour économiser l'énergie.
21 **B.** Ils ont utilisé de l'électricité pour chauffer leurs bulles.
•63 **C.** Ils ont utilisé le pétrole pour chauffer leurs bulles.
9 **D.** Ils ont raconté des histoires à propos des puits de pétrole.

**7.** Une des nouvelles colonies s'appelait "Glix". Glix avait plus d'eau que Kyronville. Kyronville avait plus de pétrole que Glix. De quelle façon Glix et Kyronville pouvaient-elles coopérer?

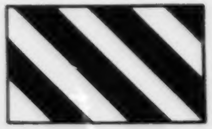
5 **A.** Elles pouvaient se partager une chaîne de télévision.
6 **B.** Elles pouvaient être séparées par une clôture.
•66 **C.** Elles pouvaient échanger de l'eau contre du pétrole.
21 **D.** Elles pouvaient partager le même gouvernement.

**8.** Glix était réputée pour son eau propre. Elle voulait un drapeau pour représenter le nouveau gouvernement. Quel serait le meilleur drapeau pour Glix?

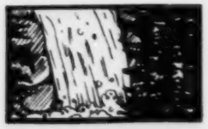
**Drapeau A**
10



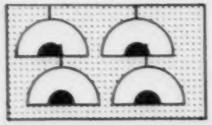
**Drapeau B**
8



**Drapeau C**
•64



**Drapeau D**
17

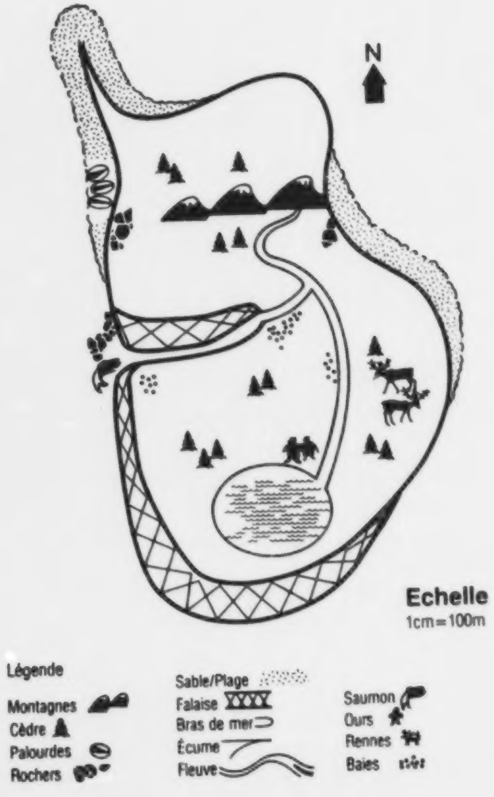


**12**

## L'île Humide

**Étudiez la carte et les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 9 à 13.**

### L'ILE HUMIDE



**13**

Ton bateau a coulé et tu arrives seul sur l'île Humide. Tu ne sais pas quand arriveront les secours. Tu as tout perdu. C'est l'été et tu explores l'île. En deux heures, tu en as fait tout le tour. Il n'y a aucun habitant sur l'île.

**9.** À ton arrivée, quelle serait la nourriture la plus facile à trouver?

37 **A.** Le saumon.
5 **B.** L'ours.
•54 **C.** Les fruits sauvages.
3 **D.** Le chevreuil.

**10.** Quelles ressources naturelles de l'île pourrais-tu utiliser pour t'habiller?

22 **A.** Les peaux de moutons.
8 **B.** Les peaux de baleines.
5 **C.** Les coquilles.
•64 **D.** L'écorce de cèdre.

**11.** Après un séjour de quelques jours sur cette île, quelles ressources naturelles utiliserais-tu comme abri permanent?

•47 **A.** Les cèdres.
19 **B.** Le bois flotté.
7 **C.** Les peaux de chevreuils.
24 **D.** Les peaux d'ours.

**12.** Quel serait le moyen de respecter et de préserver les cèdres que tu trouves sur l'île?

16 **A.** Abattre les arbres.
•58 **B.** Prendre seulement des petites bandes d'écorce.
11 **C.** Brûler les arbres.
14 **D.** Couper toutes les branches.

**13.** Quels autres renseignements aimerais-tu avoir pour planifier ta vie sur l'île Humide?

32 **A.** Une carte routière.
28 **B.** Un annuaire téléphonique.
•23 **C.** Un graphique des températures annuelles.
15 **D.** Un livre sur les naufrages.

## Le village de Taan

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 14 à 18.**

Taan était un village côtier autochtone qui existait il y a longtemps. Comme partout ailleurs, les habitants de Taan avaient besoin de nourriture, de vêtements et d'abris pour satisfaire leurs besoins essentiels.

**14.** Comment les habitants de Taan satisfaisaient-ils leurs besoins essentiels?

*56 **A.** Ils utilisaient ce qu'ils trouvaient dans leur milieu naturel.
11 **B.** Ils attrapaient des baleines.
15 **C.** Ils cousaient des peaux de buffles.
17 **D.** Ils utilisaient seulement les arbres et les buissons.

**15.** Il y avait plusieurs travaux différents à faire dans le village de Taan. Tous participaient à la cueillette de nourriture. D'autres travaux étaient réservés à certaines personnes parce qu'

*45 **A.** elles avaient des talents particuliers.
11 **B.** elles fréquentaient l'école et participaient à des jeux.
20 **C.** elles avaient une petite famille.
22 **D.** elles avaient assez de nourriture.

**16.** Une des familles du village de Taan a eu besoin d'un nouveau canot. Il n'y avait pas de constructeurs de bateaux dans cette famille. Qu'est-ce qu'elle aurait dû faire?

*63 **A.** Échanger quelque chose contre un nouveau canot.
7 **B.** Acheter un nouveau canot avec de l'argent.
18 **C.** Utiliser une autre sorte de bateau.
12 **D.** Attendre de voir ce qui se passerait.

**17.** Qu'arriverait-il si les femmes du village ne ramassaient pas l'écorce de cèdre?

12 **A.** Les arbres deviendraient trop gros.
17 **B.** Il n'y aurait pas assez de nourriture.
15 **C.** La tribu ne pourrait pas sculpter les totems.
*55 **D.** La tribu n'aurait pas de nouveaux vêtements.

**18.** Pourquoi une tisserande enlèverait-elle seulement une petite bande d'écorce de l'arbre?

*49 **A.** Pour éviter de détruire l'arbre.
12 **B.** Parce que l'écorce du cèdre n'était pas très utile.
7 **C.** Parce qu'elle n'aimait pas l'écorce du cèdre.
30 **D.** Pour que ce soit moins lourd à porter.

## Lancaster et Tanu

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 19 à 22.**

Un explorateur, Joseph Lancaster, est arrivé d'Angleterre sans aucune connaissance du Canada. Au fort Michael, on lui a présenté Tanu, son guide autochtone.

**19.** Pendant leur voyage, Tanu pouvait aider Lancaster

*54 **A.** en lui enseignant comment voyager.
7 **B.** en lui achetant de nouvelles chaussures.
17 **C.** en lui enseignant des chansons autochtones.
20 **D.** en lui posant des questions sur l'Angleterre.

Par une chaude journée d'été, alors qu'ils voyageaient sur une rivière dans leur canot, ils ont aperçu des rapides. Ils étaient incapables d'éviter le danger et leur canot a été détruit. Lancaster et Tanu ont réussi à nager jusqu'à la rive.

**20.** Pour continuer leur voyage, quel problème **majeur** doivent-ils surmonter?

6 **A.** Préparer leur souper.
8 **B.** Sécher leurs vêtements.
*32 **C.** Construire un autre canot.
52 **D.** Trouver leur chemin.

**21.** Qu'arriverait-il s'ils perdaient aussi leur nourriture dans la rivière?

18 **A.** Tanu retournerait au fort pour y chercher de la nourriture.
*55 **B.** Tanu montrerait à Lancaster comment les autochtones cherchent leur nourriture.
11 **C.** Lancaster acheterait plus de nourriture.
14 **D.** Lancaster et Tanu mourraient de faim.

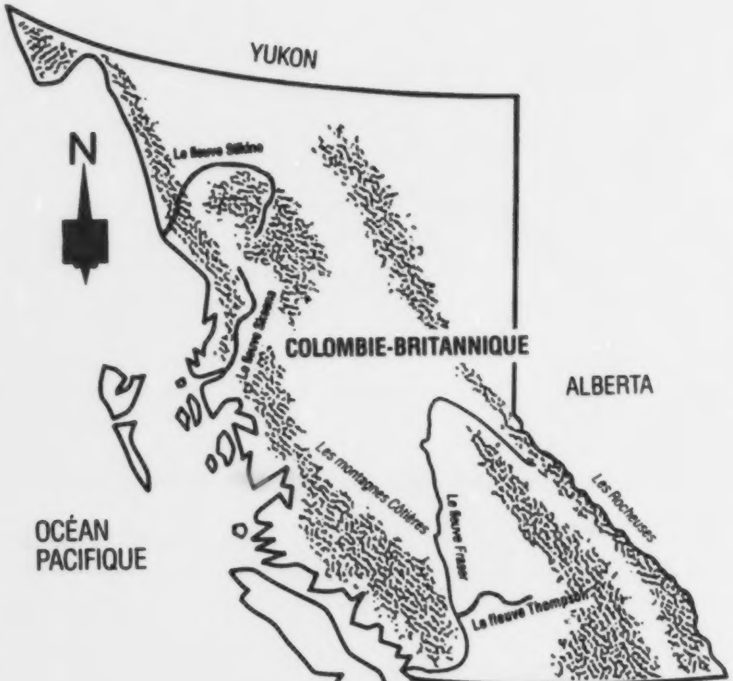
Alors qu'ils se dirigent vers le nord, Lancaster constate que ses vêtements ne sont pas assez chauds. Il a appris à faire confiance à Tanu pour sa survie. Il demande donc à Tanu de lui montrer comment faire des habits plus chauds.

**22.** Pourquoi Lancaster demande-t-il l'aide de Tanu?

*44 **A.** Celui-ci sait faire des vêtements avec les peaux d'animaux.
9 **B.** Tanu a un chandail de plus dans son sac à dos.
35 **C.** Tanu est la seule personne qui l'accompagne.
9 **D.** Lancaster aime le style de vêtements que porte Tanu.

## Carte de la Colombie-Britannique

**Étudiez la carte; puis choisissez la MEILLEURE réponse aux questions numérotées de 23 à 26.**


YUKON
N
Le fleuve Stikine
Le fleuve Skeena
COLOMBIE-BRITANNIQUE
ALBERTA
Les montagnes Côtières
Le fleuve Fraser
Les Rocheuses
Le fleuve Thompson
OCÉAN PACIFIQUE
ÉTATS-UNIS

**23.** Quelle chaîne de montagnes se trouve le plus près de l'océan Pacifique?

3 **A.** Les montagnes Thompson.
8 **B.** Les montagnes Rocheuses.
11 **C.** Les montagnes du Pacifique.
*75 **D.** Les montagnes Côtières.

**24.** Quelle est la chaîne de montagnes qui se trouve à l'est en Colombie-Britannique?

6 **A.** Les montagnes du Pacifique.
14 **B.** Les montagnes Côtières.
6 **C.** Les montagnes Fraser.
*71 **D.** Les montagnes Rocheuses.

**25.** Fraser est le nom

3 **A.** d'une île.
8 **B.** d'une montagne.
3 **C.** d'une ville.
*84 **D.** d'un fleuve.

**26.** Le fleuve Skeena se jette dans

*70 **A.** l'océan Pacifique.
9 **B.** les Rocheuses.
12 **C.** le Yukon.
5 **D.** l'Alberta.

## Skunk Hollow

**Lis les renseignements suivants et choisis la MEILLEURE réponse aux questions numérotées de 27 à 30.**

Il existe de vieux quartiers de chaque côté de la rivière à Georgetown. Skunk Hollow est un de ceux-là. Les maisons sont vieilles mais les gens aiment y habiter.

Plusieurs personnes vivent dans des appartements à Georgetown. Elles aimeraient avoir plus de parcs. Il y a des parcs le long d'une partie de la rivière. Certains voudraient démolir les vieilles maisons à Skunk Hollow pour faire un parc tout le long de la rivière. Mais les gens de Skunk Hollow ne veulent pas déménager.

**27.** Pourquoi les deux groupes de personnes ne sont-ils pas d'accord sur l'usage à faire des terrains situés près de la rivière?

*35 **A.** Ils ont des besoins différents.
17 **B.** Ils ne s'aiment pas.
16 **C.** Certaines personnes veulent gagner plus d'argent.
27 **D.** Certaines personnes n'aiment pas le quartier.

**28.** Qu'arriverait-il aux gens de Skunk Hollow si leur maison était démolie?

23 **A.** Ils construiraient une nouvelle maison au même endroit.
*53 **B.** Ils seraient forcés de déménager dans un endroit qu'ils n'aimeraient pas.
14 **C.** Ils seraient indifférents parce que les maisons sont vieilles.
6 **D.** Ils planteraient plus d'arbres.

**29.** Que pourraient faire les habitants de Skunk Hollow pour empêcher la démolition de leur maison?

*64 **A.** Ils pourraient expliquer leur problème au gouvernement.
14 **B.** Ils pourraient acheter tous les terrains près de la rivière.
7 **C.** Ils pourraient abattre tous les arbres dans les parcs.
10 **D.** Ils pourraient planter plus d'arbres.

**30.** Laquelle de ces solutions est possible?

*41 **A.** Le gouvernement pourrait créer plus de parcs et d'espaces ouverts au centre-ville.
18 **B.** Le gouvernement pourrait acheter les maisons le long de la rivière.
18 **C.** Le gouvernement pourrait bâtir des maisons tout le long de la rivière.
19 **D.** Le gouvernement pourrait bâtir plus d'appartements au centre-ville.

## Les emplois

**31.** Voici la liste de quatre services offerts pas les municipalités. Lequel est la responsabilité du Service de santé?

22 **A.** Enlever la neige dans les rues.
35 **B.** Réparer les canalisations d'eau.
8 **C.** Réparer les téléviseurs.
*31 **D.** Inspecter les restaurants.

**32.** Laquelle de ces personnes est le chef d'une municipalité ou d'un conseil municipal en Colombie-Britannique?

47 **A.** Le premier ministre.
*36 **B.** Le maire.
9 **C.** Le chef de police.
3 **D.** Le directeur d'école.

**33.** Lequel de ces emplois est au service d'une municipalité ou d'un conseil municipal au Canada?

12 **A.** Vendeur dans une épicerie.
*36 **B.** Pompier.
17 **C.** Réparateur de téléphones.
29 **D.** Employé dans une station-service.

**34.** À la cour, pour s'assurer que le procès est juste et mené selon les règles la personne la plus importante est

13 **A.** un membre du jury.
9 **B.** un avocat.
*66 **C.** le juge.
6 **D.** l'accusé(e).

## Les plaisirs de la cour de récréation

**Lisez les renseignements concernant la cour de récréation; puis choisissez la MEILLEURE réponse aux questions numérotées de 35 à 40.**

À l'école élémentaire Northland, Sandeep et Michèle observent ce qui se passe pendant la récréation. Parce qu'on manque d'activités à midi, la cour de récréation "aventure" est surpeuplée. Il y a des bagarres entre les élèves.

Michèle et Sandeep savent qu'il y a des problèmes. Ils ont appris en classe qu'ils peuvent les surmonter en préparant un plan. Avant tout, il s'agit d'identifier le problème.

**35.** Le problème principal dans la cour de l'école élémentaire Northland est que

8 **A.** le football prend trop d'espace.
30 **B.** l'équipement de la cour de récréation "aventure" est cassé.
6 **C.** l'équipe de basketball occupe tout l'espace.
•50 **D.** les élèves n'ont pas assez à faire à midi.

**36.** Il y a des bagarres dans la cour de récréation "aventure"

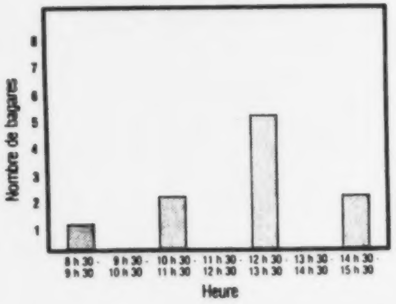
•54 **A.** parce qu'il y a trop d'élèves.
14 **B.** parce que Michèle a injurié Sandeep.
15 **C.** parce que les bagarres sont un bon exercice.
11 **D.** parce que certains élèves vont déjeuner à la maison.

**Le graphique indique l'heure à laquelle il y a le plus de bagarres.**

**37.** À quelle heure y a-t-il le plus de bagarres?

6 **A.** De 8 h 30 à 9 h 30.
6 **B.** De 10 h 30 à 11 h 30.
•77 **C.** De 12 h 30 à 13 h 30.
5 **D.** De 14 h 30 à 15 h 30.

**Les bagarres à l'école primaire Northland avant le projet de Sandeep**



Sandeep a posé sa candidature à la présidence de la classe. Il pense être élu grâce à son projet d'organiser plus d'activités récréatives. Il fait un discours électoral à une réunion de classe. Les élèves votent et Sandeep est élu. Sa première tâche en tant que président est de trouver des appuis pour la réalisation de son projet.

**38.** Que doit faire Sandeep pour trouver des appuis et organiser plus d'activités récréatives ?

15 **A.** Faire une recherche à la bibliothèque.
•46 **B.** Partager ses idées avec ses compagnons.
20 **C.** En parler au maire.
12 **D.** S'écrire une note.

Monsieur James se porte volontaire pour enseigner des jeux différents aux élèves de 7<sup>e</sup> année pour qu'ils puissent à leur tour les enseigner aux autres. Ces chefs d'équipe iront dehors à la récréation et à midi afin d'organiser des jeux pour tous les enfants.

**39.** Que crois-tu qu'il arrivera ensuite?

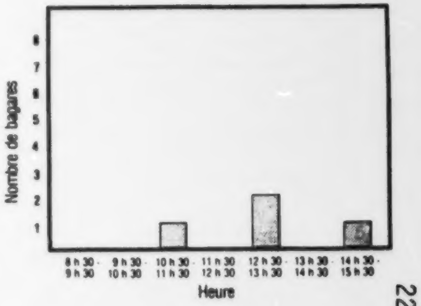
11 **A.** Les élèves prépareront plus de graphiques sur les conflits.
26 **B.** Plus d'élèves joueront dans la cour de récréation "aventure".
•47 **C.** Les élèves joueront plus et se bagarreraient moins.
8 **D.** Sandeep ira jouer au football.

Sandeep a préparé un nouveau graphique dans sa classe de math. Ce graphique représente le changement dans le nombre de bagarres depuis que les élèves participent à de nouveaux jeux.

**40.** Que remarques-tu au sujet du nombre de bagarres à midi depuis que les élèves ont adopté les nouveaux jeux ?

15 **A.** Il y a plus de bagarres.
•57 **B.** Il y a moins de bagarres.
10 **C.** Les élèves prennent leur déjeuner à la maison.
9 **D.** Le projet de Sandeep ne marche pas.

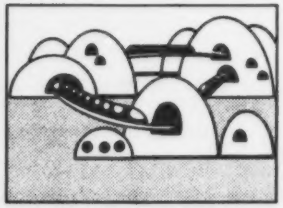
**Les bagarres à l'école primaire Northland après les jeux de midi**

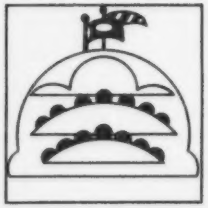


# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

## 4T

LIVRET T: 4e





· MINISTRY OF EDUCATION ·

## La planche à roulettes

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 1 à 3.**

La ville de Carlmont a beaucoup d'enfants qui aiment faire de la planche à roulettes dans les rues et sur les trottoirs. Les commerçants et les piétons ne sont pas contents. Les automobilistes ont peur de renverser les enfants qui font de la planche à roulettes.

1. Quel est le problème de Carlmont?

3 **A.** Les gens volent dans les magasins.
•81 **B.** Les enfants qui font de la planche à roulettes dérangent les autres personnes.
13 **C.** Il y a trop de voitures dans les rues.
3 **D.** La ville a besoin de plus de lampadaires.

2. Laquelle de ces solutions est la meilleure pour régler le problème de Carlmont?

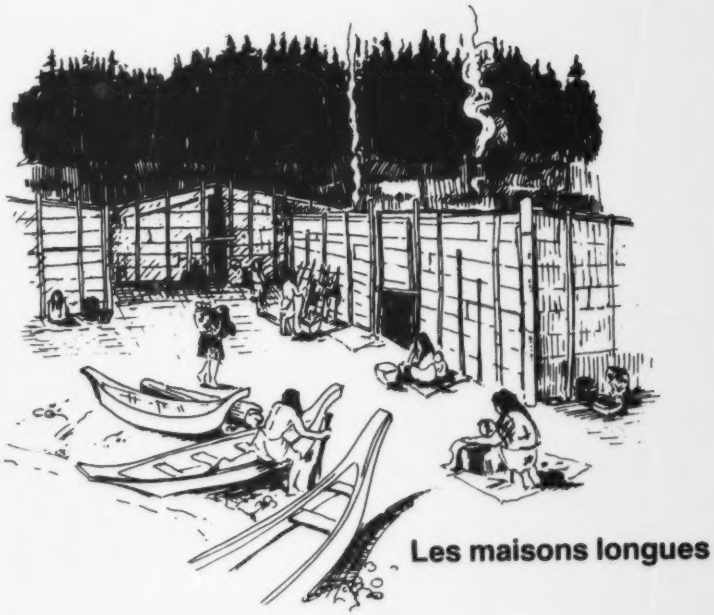
•80 **A.** Les enfants qui font de la planche à roulettes pourraient avoir un endroit réservé pour eux.
7 **B.** On pourrait empêcher les piétons d'utiliser le trottoir.
6 **C.** Les commerçants pourraient chasser les enfants qui font de la planche à roulettes.
6 **D.** Les magasins pourraient arrêter de vendre des planches à roulettes

3. Un parc a été aménagé pour les planches à roulettes. Pour que les enfants pratiquent leur sport préféré en sécurité dans ce parc, il est important

15 **A.** qu'ils exigent des frais d'entrée dans le parc.
13 **B.** qu'ils interdisent la planche à roulettes.
6 **C.** qu'ils aient une célébration.
•65 **D.** qu'ils établissent des règlements pour la planche à roulettes.

## Les maisons longues

**Étudiez le dessin; puis choisissez la MEILLEURE réponse aux questions numérotées de 4 à 6.**



4. Ces maisons longues sont faites de

16 **A.** branches.
2 **B.** pierres.
•77 **C.** cèdre.
4 **D.** saule.

5. Les autochtones ont bâti leur village ici

9 **A.** parce que le gouvernement leur a dit de le faire.
7 **B.** parce qu'ils étaient fatigués de travailler.
19 **C.** parce qu'ils trouvaient l'endroit charmant.
•64 **D.** parce que c'était près de la mer.

6. Laquelle de ces réponses concernant ce village autochtone est un **fait** plutôt qu'une opinion?

34 **A.** Les gens sont heureux.
•44 **B.** Les gens occupent des emplois différents.
8 **C.** Les gens se détendent.
12 **D.** Les gens n'ont pas de métier.

## Du pétrole!

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 7 à 10.**

Une compagnie pétrolière veut explorer le territoire de chasse d'un groupe autochtone. Le gouvernement en a donné l'autorisation à la compagnie. Un réprésentant des autochtones fera part au gouvernement de leur opinion.

7. Quel problème est le plus important à résoudre?

13 **A.** Les autochtones veulent habiter ce territoire toute l'année.
19 **B.** La compagnie pétrolière veut acheter toutes les terres du nord.
30 **C.** Le gouvernement veut déplacer les autochtones.
•38 **D.** Le gouvernement et les autochtones doivent décider du contrôle du territoire.

8. Qu'arriverait-il si les autochtones s'opposaient à l'exploration du territoire par la compagnie pétrolière?

14 **A.** Les autochtones trouveraient des emplois en ville.
22 **B.** Les autochtones devraient chasser ailleurs.
•44 **C.** On pourrait demander à la compagnie pétrolière de choisir un autre emplacement.
17 **D.** La compagnie pétrolière donnerait du travail aux autochtones.

9. Qu'arriverait-il aux autochtones si la compagnie pétrolière détruisait l'environnement?

10 **A.** La chasse serait bonne.
•61 **B.** Ils seraient obligés de trouver un autre territoire de chasse.
9 **C.** Ils gagneraient plus d'argent.
18 **D.** Ils conserveraient leurs traditions.

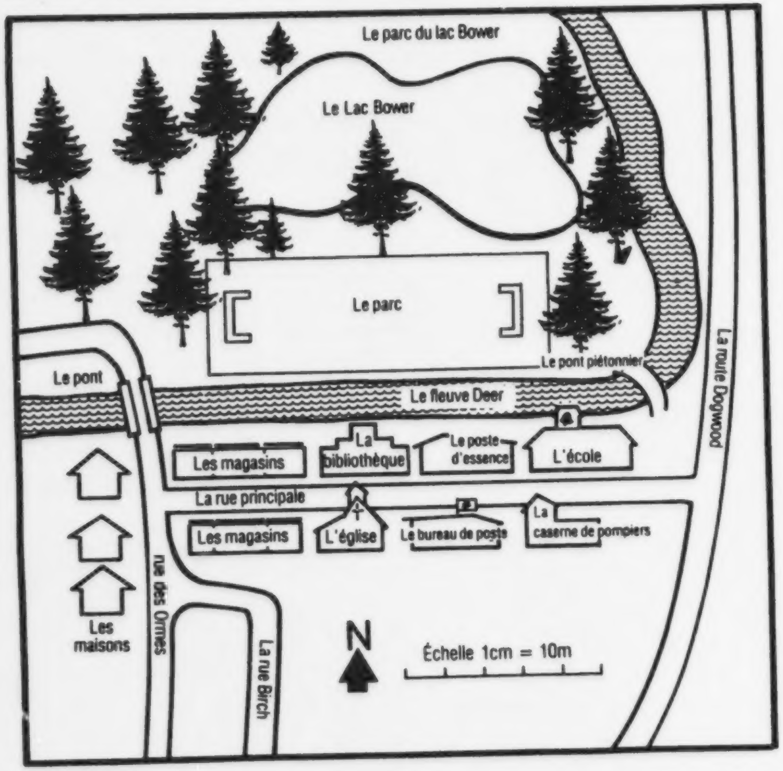
10. Que dirait le réprésentant des autochtones au gouvernement?

•47 **A.** Le territoire nous appartient; nous l'avons toujours utilisé.
10 **B.** La compagnie pétrolière devrait avoir le territoire.
27 **C.** Le gouvernement devrait décider qui a droit au territoire.
15 **D.** Le territoire appartient au gouvernement; il peut l'utiliser.

12

## Deerford

**Étudiez la carte; puis choisissez la MEILLEURE réponse aux questions numérotées de 11 à 15.**


Le parc du lac Bower
Le Lac Bower
Le parc
Le pont
Le pont piétonnier
Le fleuve Deer
La route Dogwood
Les magasins
La bibliothèque
La poste d'essence
L'école
La rue principale
Les magasins
L'église
Le bureau de poste
La caserne de pompiers
Les maisons
rue des Ormes
La rue Birch
N
Échelle 1cm = 10m

### Deerford

Il est agréable de vivre dans la ville de Deerford. On y trouve des grands magasins au centre-ville, un merveilleux lac pour la pêche et la natation, et un grand parc où les enfants peuvent jouer au football, au tennis et à la balle molle. Monsieur King est arrivé à Deerford pour construire un nouveau centre commercial.

13

**11.** Si Monsieur King bâtissait le centre commercial sur la rive nord du fleuve Deer, quel problème cela causerait-il?

*61 **A.** Le parc serait détruit.
9 **B.** Il y aurait plus de stationnements.
20 **C.** Certaines personnes devraient déménager.
9 **D.** Il y aurait plus d'emplois.

**12.** Quelle serait la façon la plus juste de décider où construire le centre commercial?

7 **A.** Forcer les équipes sportives à déménager dans le nouveau parc.
*68 **B.** Demander à tous les habitants de Deerford de décider.
12 **C.** Demander aux commerçants de décider.
12 **D.** Laisser Monsieur King décider lui-même.

**13.** Si l'on construit le centre commercial, les marchands du centre-ville diront qu'ils

20 **A.** doivent démolir leurs maisons.
*34 **B.** perdent beaucoup de clients.
25 **C.** doivent construire un nouveau pont.
20 **D.** doivent déplacer l'école.

**14.** Si l'on construit le centre commercial, pourquoi les habitants seront-ils contents?

*56 **A.** Il y aura un meilleur choix de marchandises.
13 **B.** Ils deviendront tous riches.
12 **C.** Ils pourront jouer à la balle molle près de chez eux.
18 **D.** Les heures d'ouverture des magasins seront prolongées.

**15.** Choisissez une solution possible au problème de l'emplacement du nouveau centre commercial.

*68 **A.** On pourrait construire le centre commercial à un autre endroit.
6 **B.** On pourrait déplacer la ville.
18 **C.** La ville pourrait construire de nouvelles routes.
6 **D.** Les gens pourraient élire un nouveau maire.

14

## Barkerville

**Étudiez les dessins ci-dessous; puis répondez aux questions 16 et 17.**

### BARKERVILLE

Photo n° 1

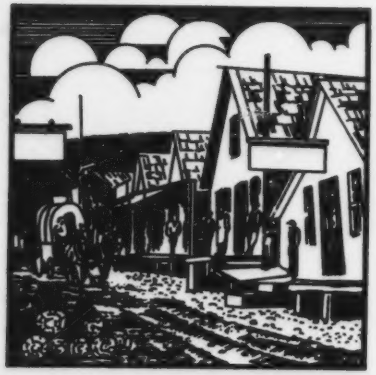
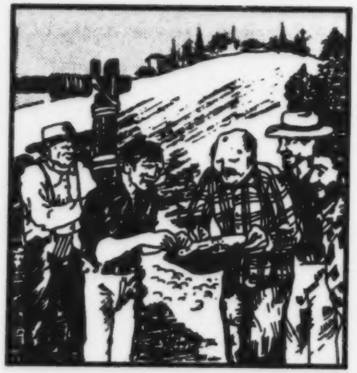


Photo n° 2



**16.** Regarde le dessin n° 2. Que font les gens?

4 **A.** Ils font de la soupe.
•91 **B.** Ils regardent l'or.
2 **C.** Ils jouent.
2 **D.** Ils lavent des vêtements.

**17.** Pourquoi les gens habitaient-ils dans cette ville?

•72 **A.** Ils avaient découvert de l'or à proximité de la ville.
3 **B.** Les montagnes étaient belles.
20 **C.** Ils étaient trop pauvres pour déménager dans une grande ville.
4 **D.** Ils étaient trop fatigués pour aller plus loin.

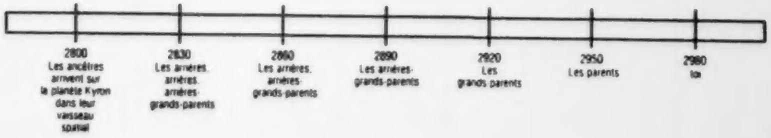
15

## Kyronville

**Étudiez la ligne de temps; puis choisissez la MEILLEURE réponse aux questions numérotées de 18 à 20.**

Tu es né sur la planète Kyron en l'an 2980. Tes ancêtres se sont établis sur cette planète il y a bien longtemps avant.

La ligne de temps indique l'année de naissance de tes ancêtres.


2800
Les ancêtres arrivent sur la planète Kyron dans leur vaisseau spatial
2830
Les arrières, arrières, arrières-grands-parents
2860
Les arrières, arrières-grands-parents
2890
Les arrières-grands-parents
2920
Les grands parents
2950
Les parents
2980
toi

**18.** En quelle année sont nés tes grands-parents?

6 **A.** En 2800.
6 **B.** En 2860.
9 **C.** En 2890.
•76 **D.** En 2920.

**19.** Quel âge avaient tes parents quand tu es né?

20 **A.** 20 ans.
•69 **B.** 30 ans.
6 **C.** 50 ans.
3 **D.** 90 ans.

**20.** D'après la ligne de temps, si tu voulais devenir un arrière, arrière-grand-parent, combien d'années cela prendrait-il?

7 **A.** 30 ans.
25 **B.** 60 ans.
•52 **C.** 120 ans.
14 **D.** 200 ans.

## Le Canada

**Choisissez la MEILLEURE réponse aux questions numérotées de 21 à 26.**

**21.** Le chef du gouvernement canadien est

30 **A.** le président.
17 **B.** le premier ministre provincial.
•35 **C.** le premier ministre.
16 **D.** le maire.

**22.** Le chef du gouvernement de la Colombie-Britannique est

22 **A.** le premier ministre.
16 **B.** le président.
9 **C.** la Reine.
•51 **D.** le premier ministre provincial.

**23.** La capitale du Canada est

13 **A.** l'Ontario.
9 **B.** Toronto.
15 **C.** Victoria.
•61 **D.** Ottawa.

**24.** Le prix de la voiture jouet que Robert a achetée était de 1,10 $. Il a dû payer 7 cents de taxe. Plus tard cette taxe ira

•73 **A.** au gouvernement.
11 **B.** au fabricant de jouets.
8 **C.** au marchand.
6 **D.** à la mère de Robert.

**25.** Le **groupe principal** qui fournit la nourriture, le logis et les soins aux enfants est

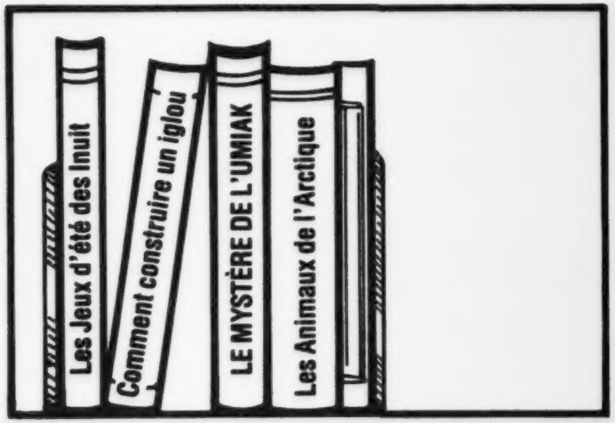
•65 **A.** la famille.
10 **B.** l'école.
10 **C.** l'armée.
12 **D.** l'église.

**26.** Le **groupe principal** qui applique les lois pour protéger les gens et la propriété dans un village ou une ville est

12 **A.** la famille.
12 **B.** l'armée.
5 **C.** l'église.
•69 **D.** la police.

## La bibliothèque

**Étudiez les titres de ces livres; puis choisissez la MEILLEURE réponse aux questions numérotées de 27 à 29.**



**27.** Quel livre trouverais-tu dans la section **fiction** de la bibliothèque?

•63 **A.** Le Mystère de l'Umiak.
8 **B.** Les Jeux d'été des Inuit.
16 **C.** Les Animaux de l'Arctique.
10 **D.** Comment construire un iglou.

**28.** Dans quel livre trouverais-tu probablement des renseignements sur l'utilisation du caribou par les Inuit?

7 **A.** Comment construire un iglou.
19 **B.** Les Jeux d'été des Inuit.
6 **C.** Le Mystère de l'Umiak.
•65 **D.** Les Animaux de l'Arctique.

**29.** Dans quel livre trouverais-tu probablement des exemples de légendes Inuit?

14 **A.** Comment construire un iglou.
39 **B.** Les Jeux d'été des Inuit.
• 7 **C.** Les Animaux de l'Arctique.
36 **D.** Le Mystère de l'Umiak.

18

## La télévision

**Choisissez la MEILLEURE réponse aux questions numérotées 30 et 31.**

**30.** Suzanne et Jean ont droit à une heure de télévision par jour. Après l'école, Jean a choisi une demi-heure de dessins animés et Suzanne une émission d'informations d'une demi-heure. Jean a choisi les dessins animés parce qu'il veut

•72 **A.** s'amuser.
7 **B.** connaître la météo.
10 **C.** connaître les événements mondiaux.
8 **D.** se renseigner.

**31.** Suzanne a choisi l'émission d'informations parce qu'elle devait partager une information d'actualité avec sa classe le lendemain. Il y a une panne d'électricité et la télévision ne fonctionne plus. Où Suzanne peut-elle trouver la même information ?

14 **A.** Sur une vidéocassette.
•67 **B.** Dans un journal.
4 **C.** Dans une bande dessinée comique.
12 **D.** Dans un roman.

19

## Madame le maire

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 32 à 35.**

Votre classe étudie le rôle que jouent les gens dans ta localité. Les élèves de la classe ont invité le maire, Madame Chan, à venir les rencontrer.

**32.** Le but de la visite de Madame Chan, le maire, est

27 **A.** d'organiser une excursion pour la classe.
19 **B.** de voir de quoi a l'air Madame Chan.
10 **C.** de demander à Madame Chan des nouvelles du pique-nique de l'école.
•39 **D.** de se renseigner sur les responsabilités de la mairie.

**33.** Après que Madame Chan a expliqué son rôle, on devrait peut-être lui demander

15 **A.** pourquoi il y a eu un vol de banque.
•52 **B.** comment on établit des lois.
13 **C.** comment soigner une fracture du bras.
17 **D.** où elle habite.

**34.** Après le départ de Madame Chan, tu en sauras beaucoup plus sur .

•66 **A.** ce que fait le maire chaque jour.
6 **B.** comment le maire achète ses vêtements.
9 **C.** l'endroit où le maire va en vacances.
13 **D.** pourquoi le maire se met en colère.

**35.** Si tu devais faire un rapport sur ton entrevue avec le maire, quel titre lui donnerais-tu?

11 **A.** L'endroit où le maire fait ses provisions.
6 **B.** Les tâches que le maire déteste.
9 **C.** Les vacances du maire.
•70 **D.** Le rôle du maire.

20

## La ville de Talbot

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 36 à 40.**

Les habitants de Talbot aiment leur ville parce que l'air y est pur et la rivière est pleine de poissons. Près de la ville de Talbot, une compagnie importante a décidé d'ouvrir une mine d'or. Cette mine sera bâtie près de la rivière Green. On prévoit maintenant de grands changements à Talbot.

**36.** Pourquoi les habitants sont-ils heureux qu'une mine d'or soit ouverte près de leur ville?

•23 **A.** De nouveaux emplois seront créés et la population augmentera.
40 **B.** Tous deviendront riches.
28 **C.** Les gens pourront vendre des pépites d'or.
4 **D.** Les gens auront plus de temps pour regarder la télévision.

**37.** Peu de temps après l'ouverture de la mine d'or, le Service des pêcheries trouve beaucoup de poissons morts dans la rivière Green. Quel est le problème?

•75 **A.** La mine pollue la rivière.
8 **B.** L'eau est trop froide.
7 **C.** Les poissons deviennent trop vieux.
5 **D.** Les enfants jouent dans la rivière.

**38.** Afin de résoudre ce problème, les habitants peuvent

•69 **A.** discuter du problème avec le directeur de la mine.
13 **B.** essayer d'attraper tous les poissons avant qu'ils ne meurent.
6 **C.** ne rien faire.
6 **D.** ne plus manger de poisson.

**39.** Qu'arriverait-il si on fermait la mine?

27 **A.** Il n'y aurait plus d'or pour faire des bijoux.
•51 **B.** Les gens perdraient leur emploi à la mine.
9 **C.** Les mineurs auraient des vacances.
8 **D.** Les magasins pourraient rester ouverts le dimanche.

**40.** Les habitants de Talbot ont décidé de garder la mine ouverte. Pourquoi?

16 **A.** Le maire en avait décidé ainsi.
20 **B.** Les habitants aimaient porter des bijoux en or.
6 **C.** Les bâtiments étaient beaux.
•53 **D.** La ville attirait des investissements plus importants grâce à la mine.

# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

## 7R

LIVRET R: 7e

· MINISTRY OF EDUCATION ·

STUDENT ASSESSMENT

Province of
British Columbia

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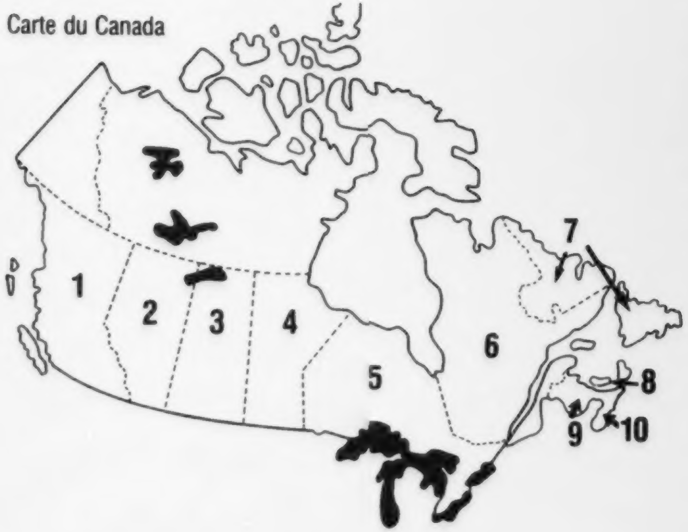
## Le Canada

**Choisissez la MEILLEURE réponse aux questions 1 et 2.**



Carte du Canada

1. Quelle section numérotée de la carte ci-dessus indique la Colombie-Britannique?

•99 **A.** 1.
0 **B.** 2.
0 **C.** 5.
1 **D.** 6.

2. L'océan Atlantique baigne les côtes canadiennes. Quels autres océans baignent aussi les côtes canadiennes?

8 **A.** L'océan du Sud et le Pacifique.
8 **B.** Le Pacifique et l'océan Indien.
7 **C.** La baie James et la baie d'Hudson.
•77 **D.** L'océan Arctique et le Pacifique.

10

## Un cimetière

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 3 à 7.**

Une usine importante doit s'établir bientôt. Alors qu'on commence l'excavation, on trouve les vestiges d'un cimetière autochtone. Les travaux sont suspendus pendant que les autochtones essaient de persuader le conseil municipal de ne pas déplacer les corps et de déclarer le site historique. Les propriétaires de l'usine acceptaient pour que les ossements soient transportés dans un autre emplacement, mais ils insistent pour que le projet continue.

3. Laquelle des questions suivantes définit bien le conflit?

15 **A.** Doit-on déménager les ossements dans un autre endroit?
15 **B.** Les usines doivent-elles être rénovées ou déplacées?
14 **C.** Le conseil a-t-il besoin de plus de renseignements pour prendre une décision?
•55 **D.** La préservation des sites historiques devrait-elle être plus importante que la construction de l'usine?

4. Les propriétaires de l'usine suggèrent que les vestiges soient déterrés et transportés dans un autre cimetière autochtone. Quelle raison **principale** les propriétaires donneraient-ils aux autochtones?

10 **A.** Cette solution plairait au conseil municipal.
14 **B.** Cette solution ne coûterait pas cher.
•62 **C.** Cette solution montrerait du respect pour les croyances des autochtones et permettrait la construction de l'usine.
12 **D.** Cette solution montrerait que l'emplacement n'est pas bon pour une usine.

5. Les autochtones suggèrent que le conseil municipal achète le terrain et en fasse un site historique. Quelles raisons les autochtones donneraient-ils au conseil municipal?

9 **A.** Les cimetières devraient être situés dans les villes où il y a beaucoup de gens.
12 **B.** Cette usine n'emploierait pas beaucoup de travailleurs et ferait faillite.
•69 **C.** Les cimetières sont importants dans la culture des autochtones et ne devraient pas être dérangés.
10 **D.** Les autochtones devraient être impliqués dans la construction.

6. Le conseil municipal a invité les gens à se prononcer sur la question. Quel énoncé entendu à la réunion est un fait?

•38 **A.** Les usines fourniront des emplois.
14 **B.** Les réclamations des autochtones sont sans importance.
29 **C.** Les propriétaires de l'usine sont indifférents envers les groupes autochtones.
17 **D.** Les conseils sont incapables de prendre de bonnes décisions.

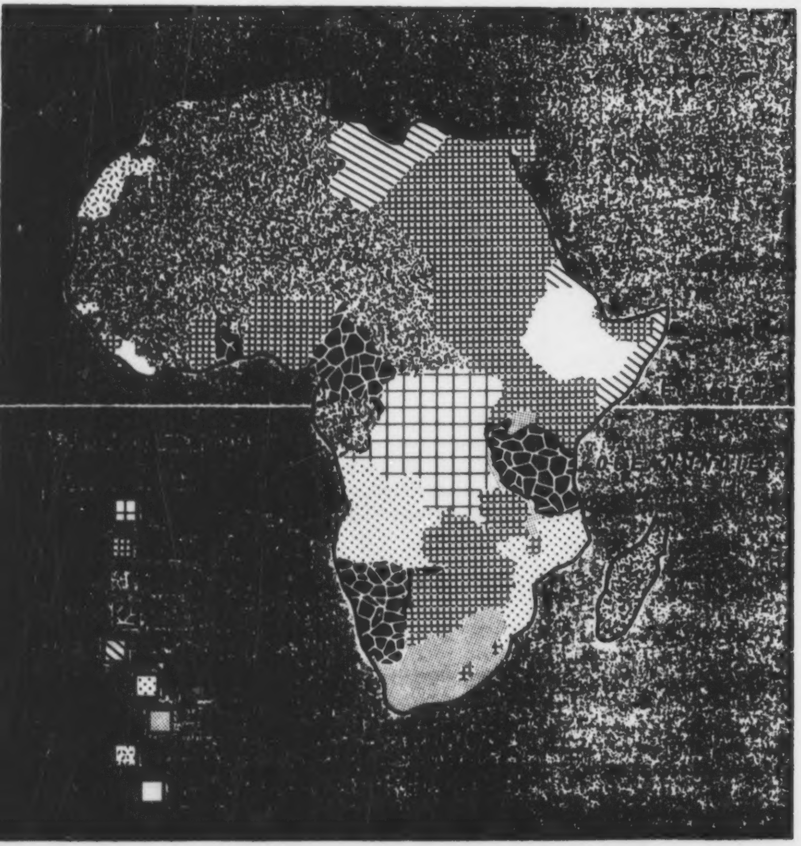
11

7. Pourquoi cette situation pose-t-elle un problème difficile à résoudre?

12 **A.** Il n'y a pas d'emplacement où déménager le cimetière.
•64 **B.** Les gens doivent faire un choix entre les traditions culturelles et la croissance économique.
10 **C.** Les propriétaires de l'usine n'ont pas d'autre choix que de s'installer là.
14 **D.** Tout le monde est indifférent à ce problème.

## L'Afrique

**Étudiez la carte; puis répondez aux questions 8 et 9.**



**8.** Que nous révèle cette carte sur la situation politique africaine en 1914?

*71 **A.** Plusieurs groupes européens contrôlaient les pays africains.
13 **B.** Les Européens voulaient diminuer le nombre de pays africains.
6 **C.** Les pays africains aimaient être gouvernés par les Européens.
9 **D.** Les Européens voulaient donner leur indépendance aux pays africains.

**9.** Dernièrement, presque tous les pays africains sont devenus indépendants des Européens qui les gouvernaient autrefois. Cela veut dire que

10 **A.** les peuples africains actuels sont toujours d'accord entre eux.
21 **B.** les pays européens peuvent encore décider de ce que les gens doivent faire.
*54 **C.** les décisions gouvernementales sont prises par les citoyens du pays africain.
15 **D.** les Européens ne veulent plus se mêler des affaires des pays africains.

# La ruée vers l'or

**Lisez les renseignements suivants au sujet des prospecteurs et répondez aux questions numérotées de 10 à 14.**

En 1858, de nombreux prospecteurs ont quitté la Californie pour se rendre dans la région de la rivière Thompson et du fleuve Fraser où se trouvaient des gisements d'or. Ils pouvaient suivre le cours du fleuve Fraser mais il y avait peu de routes et pas de villes dans cette région. Les autochtones de la région avaient peu de contacts avec les étrangers. Comme les canots et les mules servaient de moyens de transport à l'époque, les marchandises étaient rares.

**10.** Lequel de ces énoncés illustre **le mieux** les premiers problèmes des mineurs?

*66 **A.** Voyager et obtenir des marchandises.
11 **B.** Se perdre dans la forêt.
8 **C.** Aider les autochtones parce qu'ils mouraient de faim.
14 **D.** Vendre de l'or aux autochtones.

**11.** Une conséquence des problèmes de transport était

23 **A.** qu'il y avait des places dans les canots.
*42 **B.** que les marchandises étaient très chères.
19 **C.** que les riches prospecteurs ne pouvaient pas se permettre les marchandises.
17 **D.** que les autochtones achetaient la plupart des marchandises.

**12.** Quand les prospecteurs sont arrivés, il y a eu des conflits entre les prospecteurs et les autochtones au sujet des concessions minières. Le gouvernement a décidé

7 **A.** d'acheter autant d'or que possible.
6 **B.** d'ouvrir des écoles pour les autochtones.
24 **C.** d'envoyer plus de marchandises à la région.
*62 **D.** d'établir des règlements pour la prospection de l'or.

La prospection de l'or se développait rapidement dans la région du Cariboo. S'y rendre était très long et difficile; on mettait six semaines pour se rendre de Victoria à Williams Creek. La nourriture était chère. Le gouverneur James Douglas a donc décidé de construire une route qui mènerait à cette région.

**13.** Lequel de ces énoncés décrit l'impact **probable** que la construction d'une route pourrait avoir?

12 **A.** La plupart des mineurs préféraient voyager par les rivières.
*62 **B.** Les voyages devenaient plus faciles et plus rapides et les marchandises moins chères.
17 **C.** Les prix des canots et des marchandises augmentaient.
8 **D.** Le gouverneur James Douglas voyageait régulièrement dans la région.

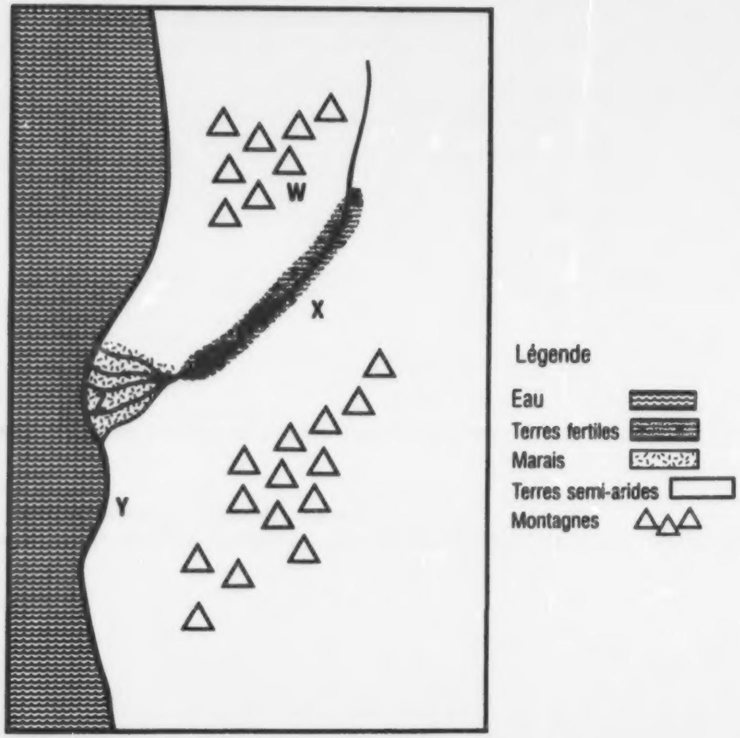
**14.** Barkerville est devenue une ville importante à l'apogée de la Ruée vers l'or du Cariboo. De nouvelles industries et des commerces se sont établis pour satisfaire les besoins des mineurs. D'après vous, que s'est-il passé quand les mines d'or furent épuisées?

13 **A.** Tous les mineurs ont décidé de se faire fermiers.
*61 **B.** La plupart des mineurs et des commerçants ont quitté la région.
15 **C.** Tous sont restés, malgré le manque d'argent.
10 **D.** Les gens n'avaient plus besoin de travail.

## Les anciens

**Une civilisation de gens nommés "Anciens" habitaient dans un pays appelé "Ancien". À l'aide des renseignements fournis, choisissez la MEILLEURE réponse aux questions numérotées de 15 à 18.**

### CARTE DE L'ANCIENS



**15.** Les Anciens sont venus vivre dans le secteur indiqué par un "X" sur la carte. Quel facteur a le plus influencé leur choix?

9 **A.** Le fait d'être protégés de l'ennemi.
*81 **B.** La proximité des terres fertiles pour l'agriculture.
6 **C.** La disponibilité du bois pour bâtir des maisons.
3 **D.** La proximité de routes et de ponts.

**16.** Les Anciens produisent plus de nourriture que nécessaire. Pour utiliser ce surplus, ils doivent projeter

13 **A.** de transporter les gens à travers le pays.
12 **B.** de changer leurs habitudes alimentaires.
*59 **C.** d'emmagasiner de la nourriture pour l'avenir.
15 **D.** d'augmenter leur production actuelle.

**17.** Les Anciens ont inventé un calendrier pour les aider à

11 **A.** utiliser des cadrans solaires et des sabliers.
5 **B.** se souvenir des mariages et des anniversaires.
*79 **C.** prédire les changements de saisons.
6 **D.** administrer les esclaves.

**18.** Les Anciens demandaient à leur roi de résoudre un grand nombre de problèmes. Il a décidé de créer des lois. Ces lois aidaient

*70 **A.** à maintenir l'ordre.
12 **B.** à trouver de nouvelles méthodes d'agriculture.
10 **C.** à fournir du travail aux pauvres.
8 **D.** à créer des inquiétudes chez les habitants.

## La justice et le gouvernment

**Choisissez la MEILLEURE réponse aux questions numérotées de 19 à 24.**

**19.** Les lois devraient

21 **A.** profiter des gens.
*74 **B.** apporter protection et sécurité.
3 **C.** donner des emplois aux policiers.
2 **D.** enrichir les avocats.

**20.** La notion de démocratie implique que

16 **A.** les gens d'autres pays peuvent immigrer au Canada.
6 **B.** les enfants doivent aller à l'école jusqu'à l'âge de 15 ans.
5 **C.** les lois sont faites par une personne.
*72 **D.** les citoyens ont le droit de vote lors des élections.

**21.** Les lois

*66 **A.** sont des règlements qui gouvernent le comportement.
2 **B.** sont faites par la police.
28 **C.** sont faites par les partis politiques canadiens.
4 **D.** se retrouvent seulement dans les sociétés démocratiques.

**22.** Lequel de ces énoncés au sujet du Parlement est vrai?

*45 **A.** Le chef du parti politique au pouvoir est le chef du gouvernement.
24 **B.** Le premier ministre est élu par les membres du Parlement.
22 **C.** Les premiers ministres provinciaux élisent le chef du gouvernement.
9 **D.** Les partis d'opposition choisissent le premier ministre.

**23.** Les élections démocratiques nécessitent des campagnes électorales. Le but d'une campagne électorale est d'offrir aux candidats l'occasion d'expliquer

15 **A.** pourquoi l'éducation est importante.
*70 **B.** ce qu'ils vont faire s'ils sont élus.
9 **C.** pourquoi la religion est importante.
6 **D.** la géographie du Canada.

**24.** Lequel de ces énoncés au sujet de la politique canadienne est **vrai?**

*66 **A.** Le Canada jouit d'un système démocratique.
8 **B.** Il n'y a qu'un parti politique au Canada.
20 **C.** Le gouvernement fédéral est responsable de tout.
5 **D.** Le maire est le chef du pays.

## Les cultures

**Choisissez la MEILLEURE réponse aux questions numérotées de 25 à 27.**

**25.** Pourquoi les immigrants voudraient-ils s'établir près de ceux qui viennent du même pays qu'eux?

5 **A.** Il serait plus facile d'apprendre une nouvelle langue.
*67 **B.** Ils se sentiraient plus en confiance avec des gens de même culture.
5 **C.** Les enfants auraient plus d'espace où jouer.
22 **D.** Il serait plus facile aux gens d'aller travailler.

**26.** Les Haida décoraient leurs couvertures avec des boutons. Les couturiers français créent des robes éclatantes chaque année. Ces deux exemples nous montrent

6 **A.** que les couturiers français créent de meilleurs vêtements que les Haida.
7 **B.** que les vêtements devraient être éclatants.
9 **C.** que les Haida vendent leurs couvertures à l'extérieur.
*78 **D.** que les vêtements sont une façon d'exprimer la culture d'un peuple.

**27.** Dans de nombreuses cultures, une musique lente à tonalité basse sert à exprimer des sentiments de tristesse. Une musique vive et enjouée sert aux mariages et pendant les festivités. Ceci montre que la musique

*82 **A.** exprime les sentiments des gens.
7 **B.** est seulement jouée aux mariages et aux funérailles.
5 **C.** n'est pas agréable.
5 **D.** est habituellement triste.

## Le Canada ou la Thaïlande?

**Étudiez le tableau suivant et répondez aux questions 28 et 29.**

| | La Thaïlande | Le Canada |
|---|---|---|
| Superficie | 513 465 km² | 9 976 185 km² |
| Population | 52,8 millions | 25,6 millions |
| Capitale | Bangkok | Ottawa |
| Religion principale | le Bouddhisme | le Christianisme |
| Industries principales | l'agriculture | l'industrie manufacturière |
| Monnaie | le baht | le dollar |

**28.** D'après le tableau ci-dessus, à quelles questions peut-on répondre?

4 **A.** Combien d'écoles y a-t-il en Thaïlande?
12 **B.** Qui est le dirigeant du Canada?
*79 **C.** Quelle est la capitale de la Thaïlande?
4 **D.** Combien y a-t-il d'églises au Canada?

**29.** D'après le tableau, lequel des énoncés suivants est **probablement** vrai?

*65 **A.** Il y a plus de fermiers en Thaïlande qu'au Canada.
12 **B.** Un dollar en Thaïlande permet d'acheter beaucoup de choses.
15 **C.** La Thaïlande est une démocratie.
7 **D.** La Thaïlande et le Canada sont situés en Amérique du Nord.

## L'émigration

**Lisez les histoires suivantes; puis choisissez la MEILLEURE réponse aux questions numérotées de 30 à 33.**

**Les Romaniuk**

En 1899, un jeune couple ukrainien âgé d'une vingtaine d'années, Nicolas et Marie Romaniuk, a décidé de s'installer au Canada.

Nicolas et Marie pensaient avoir peu d'avenir dans leur village natal. Ils possédaient une petite propriété de moins de 10 arpents, héritage du père de Nicolas. La terre ne produisait pas suffisamment pour y vivre.

Au Canada, un couple qui travaille fort peut acquérir en peu de temps plus de terre qu'en Ukraine. Ainsi leurs enfants possèderaient leur propre terre.

**Les Omura**

Au Japon, Mankichi Omura travaillait fort dans le champ de son père. On était en 1908 et Mankichi avait 17 ans. Tout en travaillant, il se rappelait les histoires entendues la nuit précédente. Un Japonais revenu récemment du Canada avait parlé des beautés d'un endroit appelé Colombie-Britannique. On trouvait des saumons par milliers à l'embouchure des rivières. On y abattait des arbres géants pour fournir le bois. Le pays était vaste. Chacun pouvait y gagner de l'argent.

Mankichi pensait à l'avenir qui l'attendait au Japon où il était difficile de vivre aisément. Pourquoi ne pas se rendre au Canada, y trouver un bon travail et revenir au Japon 5 ans après, les poches pleines, pour aider la famille?

**30.** Lequel des énoncés ci-dessous touche aux problèmes qu'ont en commun les personnages des deux histoires?

18 **A.** Ils n'aimaient pas le système gouvernemental dans leur pays natal.
*44 **B.** Il y avait peu de perspectives d'avenir dans les deux pays d'origine.
9 **C.** Ils étaient recherchés par les autorités policières de leur pays.
27 **D.** Ils étaient jeunes et voulaient un avenir différent de celui de fermier.

**31.** Les immigrants au Canada, telles les familles Romaniuk et Omura, faisaient face à des défis et éprouvaient des difficultés semblables. Le voyage était dur. Ils ne parlaient pas l'anglais et, au Canada, se heurtaient à des coutumes différentes. À quel autre problème devaient-ils faire face?

22 **A.** Le manque d'espace vu le nombre d'immigrants au Canada.
16 **B.** La crainte des tempêtes en mer pour leur sécurité.
*38 **C.** La solitude provoquée par l'éloignement de leur parenté.
22 **D.** La peur que le Canada soit envahi par un pays étranger.

**32.** La plupart des premiers immigrants européens se sont établis dans les Prairies. Pourquoi?

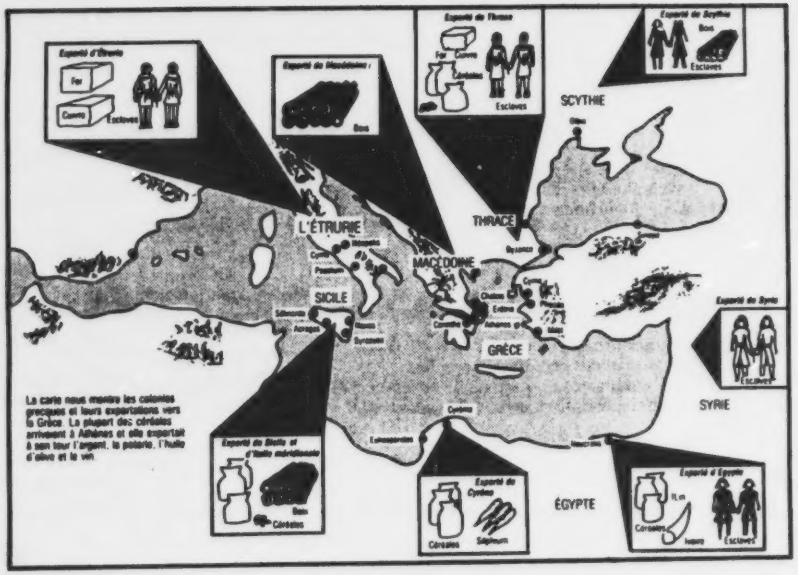
*46 **A.** Les terres n'y étaient pas chères.
9 **B.** Il y avait plusieurs religions.
16 **C.** Plusieurs immigrants y étaient déjà établis.
28 **D.** À cause du climat favorable.

**33.** En 1908, Mankichi Omura s'imaginait que la Colombie-Britannique ressemblait au Japon par certains aspects. Une des ressemblances entre la Colombie-Britannique et le Japon est

11 **A.** que les deux sont des îles.
22 **B.** que la plupart des gens étaient fermiers.
*45 **C.** que de nombreuses personnes y vivaient de la pêche.
20 **D.** que les deux endroits étaient surpeuplés.

## La Grèce

**Étudiez la carte ci-dessous et choisissez la MEILLEURE réponse aux questions numérotées de 34 à 36.**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Fer
Cuivre
Esclaves
Exporté de Macédoine :
Bois
Exporté de Thrace
Fer
Cuivre
Céréales
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Exporté de Scythie
Bois
Esclaves
SCYTHIE
L'ÉTRURIE
THRACE
MACÉDOINE
SICILE
GRÈCE
Exporté de Syrie
Esclaves
SYRIE
Exporté de Sicile et d'Italie méridionale
Bois
Céréales
Exporté de Cyrène
Céréales
Silphium
ÉGYPTE
Exporté d'Égypte
Lin
Céréales
Ivoire
Esclaves
La carte nous montre les colonies grecques et leurs exportations vers la Grèce. La plupart des céréales arrivaient à Athènes et elle exportait à son tour l'argent, la poterie, l'huile d'olive et le vin.

34. Observe bien cette carte ancienne représentant les principaux partenaires commerciaux de la Grèce. Aujourd'hui, l'Étrurie est appelée

*65 **A.** l'Italie.
16 **B.** la Turquie.
8 **C.** la France.
10 **D.** l'Espagne.

35. Pourquoi la Grèce ancienne avait-elle besoin de tant de marchandises provenant d'autres régions?

20 **A.** Elle n'était pas riche.
*59 **B.** Elle possédait peu de ressources naturelles.
9 **C.** Elle était très riche.
11 **D.** Elle possédait déjà tout ce qu'elle désirait.

36. Pourquoi Athènes était-elle bien située pour le commerce?

21 **A.** On y trouvait des ressources naturelles.
10 **B.** Les Athéniens étaient riches.
18 **C.** Les Athéniens avaient des bateaux.
*50 **D.** Elle occupait une place centrale.

25

## Le Japon

**Lisez le paragraphe suivant; puis choisissez la MEILLEURE réponse aux questions numérotées de 37 à 40.**

Une partie importante du Japon est constituée de montagnes et de collines escarpées. Les terres cultivables sont rares. Un nouvel aéroport est devenu nécessaire près de Tokyo, mais les meilleures terres appartiennent actuellement à des fermiers.

**37.** Quel est le problème causé par cette situation?

39 **A.** Il n'y a pas assez de terres cultivables au Japon.
*42 **B.** Une décision doit être prise sur l'utilization des terres cultivables pour un aéroport.
9 **C.** L'aéroport est vieux et encombré.
8 **D.** On a besoin d'un meilleur service aérien au Japon.

**38.** Quelle serait la **meilleure** solution d'après les fermiers?

8 **A.** Donner leurs terres au gouvernement.
24 **B.** Trouver un autre endroit pour cultiver.
*62 **C.** Trouver un autre endroit pour l'aéroport.
5 **D.** Construire l'aéroport eux-mêmes.

**39.** Quelle serait la **meilleure** solution d'après la compagnie aérienne?

20 **A.** Aider les fermiers à garder leurs terres.
10 **B.** Ne pas permettre l'agriculture près de Tokyo.
18 **C.** Retarder la construction d'un aéroport.
*51 **D.** Acheter les terres des fermiers.

**40.** Quels autres renseignements seraient utiles pour prendre une décision à ce sujet?

10 **A.** Les compagnies aériennes ont-elles besoin de nouveaux employés?
12 **B.** Les fermiers sont-ils riches?
*61 **C.** Y a-t-il des terres non-cultivables disponibles près de Tokyo?
16 **D.** Les fermiers paient-ils beaucoup d'impôts?

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7S

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ACHIEVEMENT

## Terminologie de géographie

**Choisissez la MEILLEURE réponse aux questions numérotées de 1 à 3.**

1. Lequel de ces mots fait référence à la pluie?

3 **A.** Le thermomètre.
•72 **B.** Les précipitations.
2 **C.** Celsius.
23 **D.** L'évaporation.

2. Une civilisation ancienne s'établirait sur un delta parce que

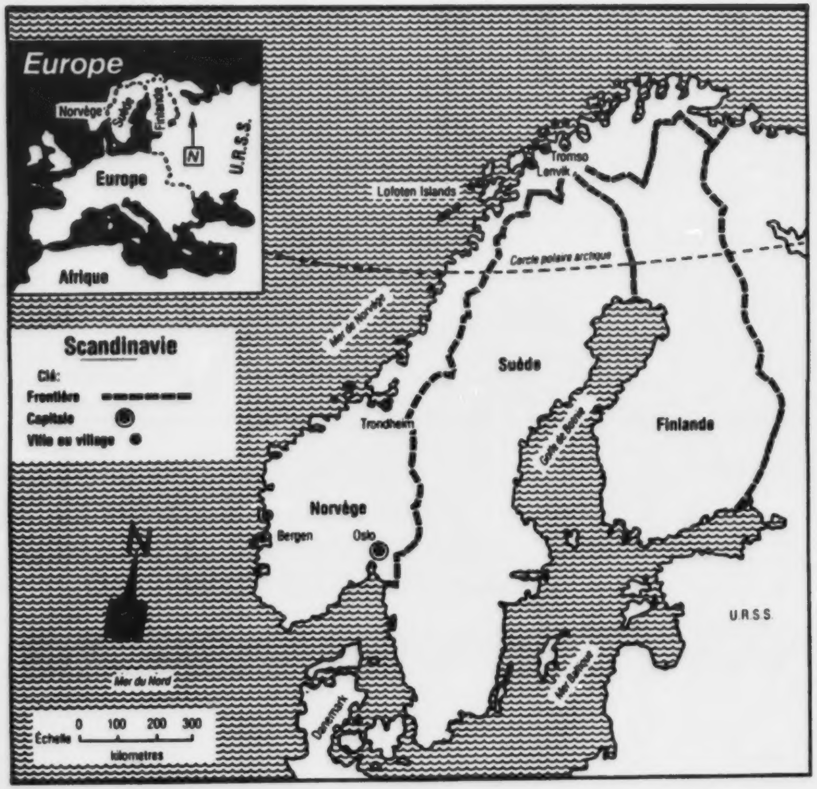
13 **A.** le delta pourrait servir de protection.
6 **B.** la civilisation est plus proche des autres pour le commerce.
7 **C.** le climat y est favorable.
•73 **D.** l'eau y est disponible pour l'irrigation et le transport.

3. La forêt tropicale humide est

4 **A.** un pays.
31 **B.** un climat.
2 **C.** une activité physique.
•62 **D.** un environnement physique.

## La Scandanavie

**Étudiez la carte ci-dessous; puis choisissez la MEILLEURE réponse aux questions numérotées de 4 à 7.**


Europe
Norvège
Suède
Finlande
Europe
U.R.S.S.
N
Afrique
Scandinavie
Clé:
Frontière ▬▬▬▬▬
Capitale ◉
Ville ou village ●
Tromso
Lenvik
Lofoten Islands
Cercle polaire arctique
Mer de Norvège
Suède
Trondheim
Golfe de Botnie
Finlande
Norvège
Bergen
Oslo
U.R.S.S.
Mer du Nord
Danemark
Mer Baltique
Échelle 0 100 200 300
kilometres

4. Parmi les noms suivants, lequel est celui d'une capitale?

3 **A.** Bergen.
6 **B.** Norvège.
*91 **C.** Oslo.
1 **D.** Trondheim.

5. Lequel des symboles suivants indique une frontière?

1 **A.** ┴──┴──┘
*94 **B.** ▬▬▬▬▬
1 **C.** ≈≈≈≈≈≈
4 **D.** - - - - - -

6. Voici des groupes de deux pays. Lequel identifie des pays qui ont une frontière commune?

*84 **A.** La Suède et la Finlande.
5 **B.** La Suède et l'U.R.S.S.
5 **C.** Le Danemark et la Norvège.
5 **D.** Le Danemark et la Suède.

7. Combien y a-t-il de kilomètres approximativement entre Oslo et Bergen?

*75 **A.** 300 km.
16 **B.** 200 km.
5 **C.** 400 km.
4 **D.** La carte ne l'indique pas.

12

## Une tribue isolée dans la forêt

**Lisez le compte rendu suivant; puis répondez aux questions numérotées de 8 à 10.**

Une équipe de construction qui perçait une route dans la forêt tropicale a récemment découvert une tribu dans un endroit reculé. Ces autochtones semblent n'avoir eu aucun contact avec d'autres personnes. Ils se déplacent dans la forêt tropicale à la recherche de leur nourriture. Ils attrapent des poissons, chassent les petits mammifères et ramassent des baies et des racines comestibles. Ils fabriquent et utilisent quelques armes et outils archaïques faits de bois, de lianes et de pierre.

Le gouvernement du pays souhaite que des colons s'établissent à cet endroit pour transformer la forêt tropicale en terrains cultivables et rentables. Les responsables du gouvernement veulent que des enseignants et des missionnaires aillent vivre avec les autochtones pour leur inculquer les valeurs de notre civilisation. Pour leur part, les anthropologues craignent que les autochtones ne puissent s'adapter à la vie moderne. Ils redoutent aussi les problèmes qui pourraient surgir entre autochtones et colons.

**8.** Laquelle de ces questions définit le mieux le problème?

24 **A.** Devrait-on construire des routes modernes dans la forêt tropicale?
16 **B.** La forêt tropicale se prête-t-elle à l'agriculture?
•55 **C.** Un peuple primitif devrait-il changer son mode de vie au contact de la culture moderne?
4 **D.** Les outils de pierre sont-ils efficaces face aux besoins essentiels?

**9.** Quels renseignements supplémentaires seraient utiles pour aider le gouvernement à prendre des décisions?

8 **A.** Le dieu du soleil, Gorkan, est le dieu le plus important pour les autochtones.
15 **B.** On manque de pétrole dans le pays et les prix montent.
•64 **C.** Toutes les terres cultivables sont occupées et on manque d'aliments.
11 **D.** L'industrie touristique est en expansion et on a besoin de plus d'hôtels.

**10.** Les colons sont venus s'établir, ils ont coupé beaucoup d'arbres et ont clôturé leurs fermes. De quelle façon cela va-t-il affecter le mode alimentation des autochtones?

9 **A.** Ils ne pourront plus utiliser leurs méthodes de pêche traditionnelles.
20 **B.** Il y aura plus d'animaux sauvages à chasser.
•62 **C.** Ils ne pourront plus se déplacer librement pour la cueillette et la chasse.
9 **D.** Ils pourront apprendre aussi à construire des clôtures.

13

## Dawson City, 1899

**Voici une liste du nombre d'entreprises à Dawson City en 1899.**

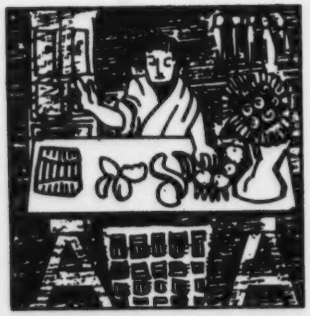
64 bateaux à vapeur
12 hôtels
40 restaurants
25 avocats
2 quotidiens
3 hebdomadaires
2 chantiers de briques
6 scieries
11 compagnies de transport
7 bijouteries
8 entrepôts
5 fermes laitières
2 brasseries

**11.** D'après les renseignements ci-dessus, quelle conclusion peut-on tirer à propos de Dawson City en 1899?

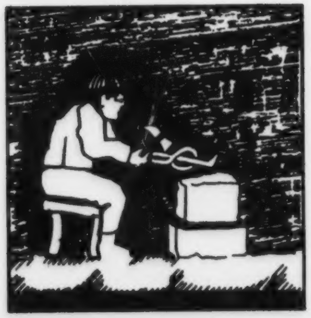
•64 **A.** Les bateaux à vapeur étaient le mode de transport le plus important pour les chercheurs d'or.
11 **B.** La plupart des habitants de Dawson City étaient des avocats.
3 **C.** Beaucoup de gens préféraient le lait à une autre boisson.
21 **D.** Les gens étaient tous fortunés.

## La civilization romaine

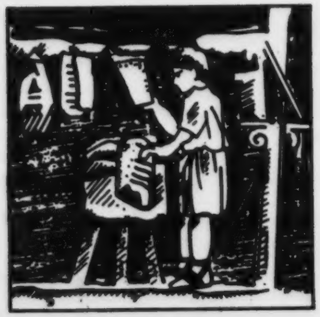
**Étudiez les sculptures ci-dessous; puis répondez aux questions numérotées 12 et 13.**



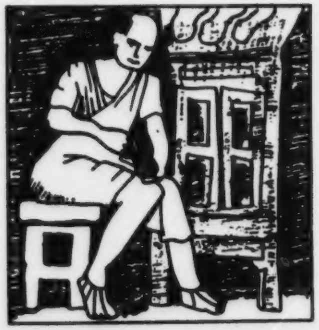
**Le marchand de légumes**



**Le forgeron**



**Le boucher**



**Le cordonnier**

**12.** En regardant les sculptures découvertes dans les monuments romains, qu'imagine-t-on de la vie à cette époque?

14 **A.** Les familles romaines faisaient tout pour elles-mêmes.
5 **B.** Les Romains ne vivaient probablement pas en groupes.
•76 **C.** Chacun avait sa spécialité.
5 **D.** Les denrées et les services étaient rares à Rome.

**13.** Que peut-on dire de la culture romaine quand on regarde ces sculptures?

3 **A.** Les vêtements masculins ressemblaient beaucoup à ceux d'aujourd'hui.
36 **B.** Les Romains possédaient une technologie avancée.
•56 **C.** L'artisanat était très important pour les Romains.
5 **D.** Les femmes avaient presque toutes les mêmes tâches que les hommes.

**Lisez les renseignements qui suivent; puis répondez aux questions numérotées de 14 à 16.**

**Le gouvernement à l'époque romaine**

**500 ans avant J.-C.** — La république romaine gouvernée par deux consuls élus par les patriciens (classe dirigeante). Un dictateur est nommé lors des menaces d'invasion. Les plébéiens (gens du peuple) se révoltent.
**100 ans avant J.-C.** — L'Empire romain s'agrandit vers l'Europe et l'Asie. Plusieurs consuls ont été assassinés.
**81 ans avant J.-C.**— Le général Sulla prend le pouvoir et s'installe comme dictateur. Peu après, Jules César prend le pouvoir; nommé dictateur à vie, il est assassiné quelques mois plus tard. Auguste César, neveu de Jules, est nommé empereur. Plus tard, plusieurs empereurs se succèdent, conseillés par le Sénat. Plusieurs sont assassinés.

**14.** Pourquoi les Romains, sous la République, nommaient-ils un dictateur lors des menaces d'invasion?

•43 **A.** Une personne pouvait prendre des décisions plus rapides.
16 **B.** Un dictateur serait plus sage.
27 **C.** Les Romains n'acceptaient pas le système consulaire.
13 **D.** Ils voulaient que les envahisseurs les sauvent.

**15.** Quel facteur a pu influencer le changement de la République à l'Empire?

35 **A.** Les Romains devenaient plus démocrates.
13 **B.** Les Romains aimaient le système consulaire.
•41 **C.** Le système consulaire n'était pas un gouvernement efficace pour un empire aussi étendu.
11 **D.** Les Romains étaient plus pauvres qu'avant.

**16.** Quelle leçon peut-on tirer sur les gouvernements en étudiant les Romains?

13 **A.** Les sociétés n'ont pas de système juridique efficace.
•63 **B.** Les différents types de gouvernement que possède une société peuvent changer avec le temps.
13 **C.** Les sociétés n'ont pas de chefs efficaces.
11 **D.** Les différents types de gouvernement que possède une société ne changent jamais.

**16**

## Le commerce des fourrures

Quand les premiers explorateurs européens sont arrivés sur les côtes d'Amérique du Nord, ils ne cherchaient pas de fourrures. Mais très vite, les fourrures sont devenues une ressource importante. Les Français comme les Anglais cherchaient à en obtenir le plus grand nombre possible.

**17.** Quelle est la raison **principale** de l'importance des fourrures en Amérique du Nord?

11 **A.** Il y avait beaucoup de fourrures en Europe.
•52 **B.** Beaucoup d'Européens voulaient des manteaux et des chapeaux de fourrure.
9 **C.** Beaucoup d'Européens étaient indifférents aux animaux.
27 **D.** Les fourrures coûtaient moins cher que d'autres produits de confection.

**18.** La recherche de fourrures a amené les trappeurs vers l'intérieur du vaste continent nord-américain. Les autochtones ont aidé les commerçants européens de plusieurs façons. Lequel des énoncés suivants montre la nature de l'aide des autochtones?

17 **A.** Les autochtones leur ont appris à fabriquer de meilleurs bateaux.
19 **B.** Les autochtones ont conduit les navires des commerçants à leur retour en Europe.
•47 **C.** Les autochtones ont indiqué les sentiers à suivre dans la forêt.
15 **D.** Les autochtones ont bâti des comptoirs commerciaux.

**19.** Les autochtones ont aussi bénéficié de leur contact avec les commerçants. Lequel des énoncés suivants le montre?

12 **A.** Ils ont perdu leurs traditions.
14 **B.** Ils ont attrapé de nouvelles maladies.
24 **C.** Les commerçants leur ont enseigné le moyen de survivre.
•49 **D.** Ils ont obtenu de meilleurs outils.

**20.** Le commerce des fourrures a contribué à l'ouverture du continent nord- américain. Les colons se sont bientôt installés sur le continent pour y établir des fermes et des industries. Les trappeurs n'accueillaient pas toujours bien les colons. Laquelle des raisons suivantes explique la crainte des trappeurs vis-à-vis des colons?

23 **A.** L'agriculture est un métier dangereux.
11 **B.** Les colons n'aimaient pas les chapeaux de fourrures.
•33 **C.** Les colons feraient peur aux animaux.
32 **D.** Les trappeurs n'étaient pas sympathiques.

**17**

**21.** Le commerce des fourrures est encore aujourd'hui une industrie importante au Canada, mais il y a certains problèmes. Beaucoup de gens sont contre le port de fourrures quand on peut trouver d'autres vêtements aussi chauds. Ils pensent que c'est injuste de tuer les animaux pour permettre aux gens de suivre la mode. Quel argument en faveur du commerce des fourrures utiliserait le trappeur?

21 **A.** Les autres tissus ne sont pas aussi chauds.
•40 **B.** Le commerce des fourrures permet à beaucoup de gens de subvenir à leurs besoins.
26 **C.** Les animaux à fourrure sont presque en voie de disparition.
13 **D.** Les personnes qui achètent des manteaux de fourrure sont riches.

18

## La justice et le gouvernment

**22.** Le siège du gouvernement provincial de la Colombie-Britannique est situé à

2 **A.** Prince George.
7 **B.** Vancouver.
23 **C.** Ottawa.
*67 **D.** Victoria.

**23.** Lequel de ces énoncés est appuyé par la **Charte canadienne des droits de l'homme?**

9 **A.** Les gens peuvent faire ce qu'ils veulent.
16 **B.** Les gens doivent voter lors des élections.
*67 **C.** Les gens ont la liberté d'expression.
7 **D.** Les gens ne peuvent pas s'opposer à leur gouvernement.

**24.** Quel rôle le parti d'opposition joue-t-il au parlement?

18 **A.** Il choisit les ministres du cabinet.
20 **B.** Il fait des nouvelles lois pour le gouvernement.
*48 **C.** Il surveille les actions du gouvernment au pouvoir.
14 **D.** Il aide le parti au pouvoir.

19

## Le Canada

**25.** Suppose que l'industrie forestière de la Colombie-Britannique ait connu des incendies de forêt très graves. Qu'arriverait-il au prix du bois?

14 **A.** Le prix du bois diminuerait.
*69 **B.** Le prix du bois augmenterait.
7 **C.** Il n'y aurait aucun changement dans les prix.
9 **D.** Le bois deviendrait introuvable chez le marchand.

**26.** Lequel de ces groupes a la responsabilité de faire des lois?

6 **A.** Les fonctionnaires.
7 **B.** La police.
*83 **C.** Les membres élus du gouvernement.
3 **D.** Les avocats.

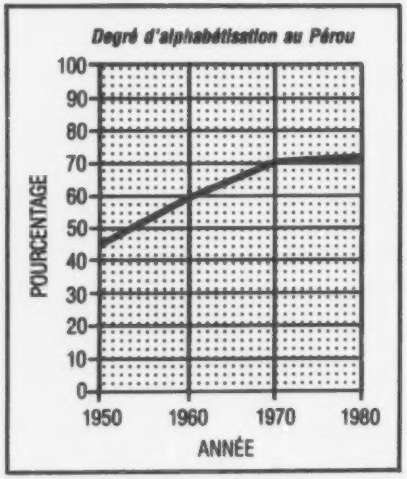
**27.** Lequel de ces mots indique un niveau du gouvernement?

*80 **A.** Provincial.
12 **B.** Social.
4 **C.** Agricole.
3 **D.** Culturel.

20

## L'alphabétisation

**Étudiez le graphique; puis choisissez la MEILLEURE réponse aux questions 28 et 29.**



**28.** Quelle conclusion peux-tu tirer des renseignements fournis par le graphique?

11 **A.** Actuellement, il y a moins de gens au Pérou qui savent lire et écrire.
*62 **B.** Les gens du Pérou deviennent de plus en plus instruits.
18 **C.** Le gouvernement dépense moins d'argent pour l'éducation.
7 **D.** Certaines personnes au Pérou ne veulent pas apprendre à lire.

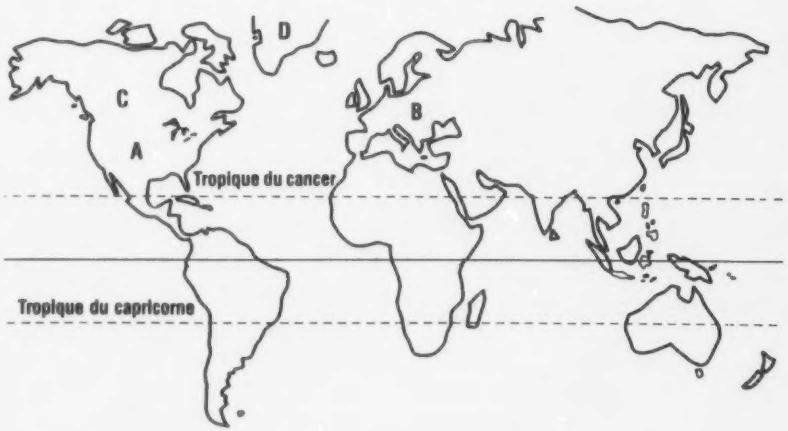
**29.** L'éducation doit préparer les enfants pour l'avenir. Si on réfléchit à cela, lequel des énoncés suivants justifie l'usage de calculatrices dans la salle de classe?

35 **A.** Les calculatrices t'empêchent d'apprendre les mathématiques.
*47 **B.** Les calculatrices seront d'usage courant à l'avenir.
11 **C.** Les calculatrices sont trop chères pour qu'on en achète.
6 **D.** Les calculatrices sont dépassées.

21

## La carte du monde

**Étudiez la carte; puis choisissez la MEILLEURE réponse à la question numérotée 30.**

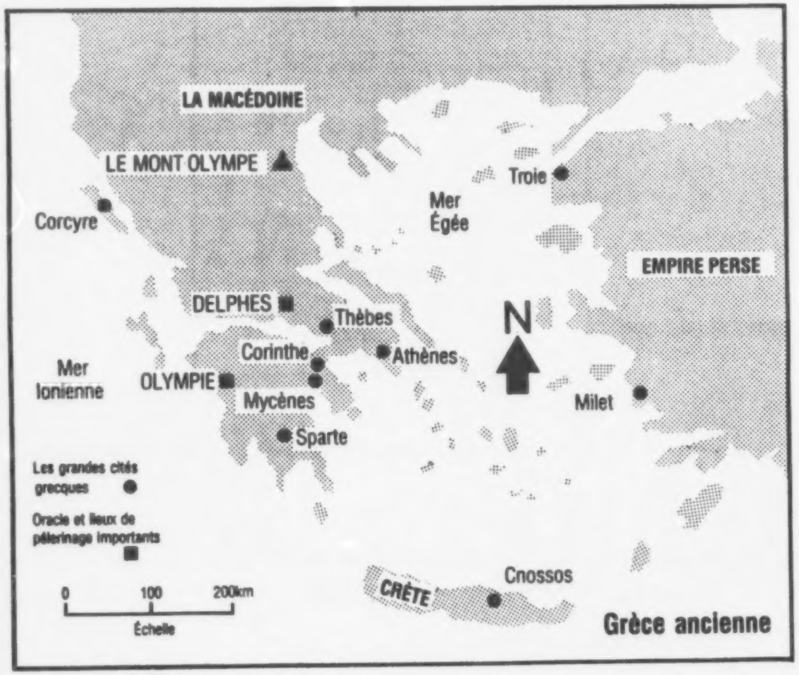


**30.** Quelle partie de la carte du monde représente le Canada?

8 **A.** A.
5 **B.** B.
*83 **C.** C.
3 **D.** D.

## Les cités grecques

**Étudiez la carte; puis répondez aux questions numérotées 31 et 32.**


LA MACÉDOINE
LE MONT OLYMPE
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Mer Égée
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DELPHES
Thèbes
Corinthe
Athènes
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OLYMPIE
Mycènes
Milet
Sparte
Les grandes cités grecques ●
Oracle et lieux de pèlerinage importants ■
0 100 200km
Échelle
CRÈTE
Cnossos
Grèce ancienne

31. Que nous révèle cette carte sur la vie en Grèce ancienne?

14 **A.** L'Empire perse était plus puissant que la Grèce.
•61 **B.** Les voyages par mer étaient très utiles aux cités.
18 **C.** Les terres de Grèce se prêtaient tout naturellement à l'agriculture.
7 **D.** Les voyages par mer ne seraient pas très utiles.

32. Pourquoi Athènes et Sparte ont-elle été bâties à ces emplacements?

•59 **A.** Elles étaient près de la mer pour faciliter le transport.
17 **B.** Elles voulaient s'éloigner des autres cités.
12 **C.** Elles ne s'intéressaient pas au commerce avec les autres.
11 **D.** Elles n'aimaient pas les Perses.

24

## La vie durant l'antiquité

**33.** Quelle invention a le plus facilité le travail agricole durant l'antiquité?

27 **A.** Le tracteur.
17 **B.** Les hiéroglyphes.
14 **C.** La pyramide.
*42 **D.** La charrue.

**34.** Les groupes de personnes s'établissent souvent près d'une ressource naturelle. La **raison principale** est

27 **A.** que ces endroits sont attrayants.
*43 **B.** que les chances d'emploi y sont bonnes.
18 **C.** que d'autres personnes y habitent.
11 **D.** que les gens aiment habiter la campagne.

**35.** Lequel des besoins suivants est un besoin physique?

*53 **A.** La nourriture.
33 **B.** Les activités récréatives.
7 **C.** La religion.
7 **D.** Le gouvernement.

**36.** Lequel des besoins suivants est un besoin culturel?

*55 **A.** La langue.
17 **B.** L'eau.
4 **C.** Le logis.
23 **D.** L'environnement.

25

## L'immigration au Canada

**Étudiez la ligne de temps ci-dessous; puis choisissez la MEILLEURE réponse aux questions numérotées de 37 à 40.**

| | |
|---|---|
| **1945 - 1950** | La deuxième guerre mondiale est terminée. L'Europe est en ruines. L'économie canadienne est en pleine croissance. Le Canada reçoit beaucoup de travailleurs européens pour remédier à un manque de main-d'oeuvre. |
| **1956** | Le Canada accueille 38 000 immigrants qui fuient la révolution hongroise. |
| **1968** | La Russie envahit la Tchécoslovaquie. Le Canada accueille 12 000 Tchèques qui fuient leur pays natal. |
| **1976** | Plusieurs milliers de réfugiés vietnamiens arrivent au Canada après que le Viêt-Nam du Nord a pris le contrôle du Viêt-Nam du Sud. |
| **1983** | Le Canada accueille moins d'immigrants à cause du taux élevé de chômage. |

**37.** D'après les renseignements ci-dessus, quelle a été la raison principale de l'immigration au Canada?

12 **A.** Le Canada était en guerre et les immigrants voulaient s'impliquer.
13 **B.** Le climat canadien était favorable.
*59 **C.** Les événements politiques dans le pays d'origine des immigrants mettaient leur vie en danger.
14 **D.** Les immigrants n'auraient pas à payer d'impôts au Canada.

**38.** D'après les renseignements ci-dessus, lequel de ces énoncés est vrai?

5 **A.** Le Canada accueille seulement les immigrants asiatiques.
10 **B.** Le Canada accueille seulement les immigrants européens.
*79 **C.** Le Canada accueille des immigrants de plusieurs pays.
5 **D.** Le Canada n'accueillait pas d'immigrants avant 1968.

**39.** Pourquoi l'augmentation du taux de chômage a-t-il amené le Canada à accepter moins d'immigrants?

10 **A.** Le climat canadien n'est pas favorable.
21 **B.** Il y a moins de personnes qui veulent immigrer.
*61 **C.** Il n'y a pas assez d'emplois pour les travailleurs canadiens.
7 **D.** Trop de Canadiens quittent le pays.

**40.** En 1983, quelles personnes le Canada préférait-il comme immigrants?

13 **A.** Les gens avec une famille nombreuse.
13 **B.** Les gens qui avaient besoin d'apprendre un métier.
23 **C.** Les gens qui avaient besoin d'une meilleure éducation.
*49 **D.** Les gens qui possèdaient un métier en demande au Canada.

# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

## 7T

LIVRET T: 7e

· MINISTRY OF EDUCATION ·

Province of British Columbia

STUDENT ASSESSMENT

8

ACHIEVEMENT

## Une île déserte

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 1 à 3.**

Une vingtaine de jeunes et toi-même avez survécu à un écrasement d'avion. Vous vous êtes refugiés sur une île déserte. Vous devez y vivre en attendant des secours.

1. Pour survivre en harmonie, il faut

13 A. encourager chacun à faire ce qu'il/elle lui plaît.
*70 B. planifier la manière de prendre les décisions.
11 C. se séparer et de chercher de l'aide.
5 D. essayer de retrouver ses effets personnels.

2. Une des raisons pour laquelle le groupe établirait des lois serait

3 A. pour donner du travail aux policiers.
15 B. pour enrichir tous les habitants de l'île.
29 C. pour trouver un moyen d'attirer des secours.
*53 D. pour aider au partage des ressources et des talents de chacun.

3. Ton groupe demeure sur l'île depuis 100 ans et il existe maintenant plusieurs villages. Les gens peuvent vouloir changer les lois

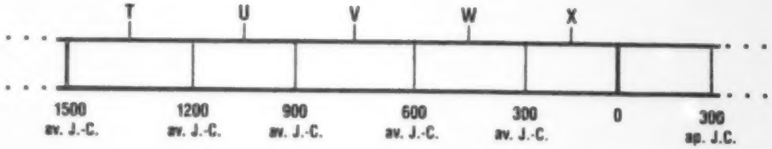
3 A. parce qu'on n'aura plus besoin des lois.
*84 B. parce que de nouveaux problèmes et de nouvelles préoccupations auront maintenant surgi.
7 C. parce que les gens qui ont établi les anciennes lois sont morts.
5 D. parce que personne ne se souviendra des anciennes lois.

9

## Ligne de temps

**Sur cette ligne de temps, chaque lettre représente un fait historique. À l'aide de cette ligne de temps, choisissez la meilleure réponse aux questions numérotées de 4 à 6.**

Ligne de Temps



4. Quel événement s'est produit le plus tôt?

*74 A. T.
0 B. U.
2 C. V.
23 D. X.

5. Entre les événements indiqués par les lettres U et X, il s'est écoulé environ

2 A. 90 ans.
7 B. 200 ans.
24 C. 600 ans.
*66 D. 900 ans.

6. Quelle est la date approximative de l'événement indiqué par la lettre X sur la ligne de temps?

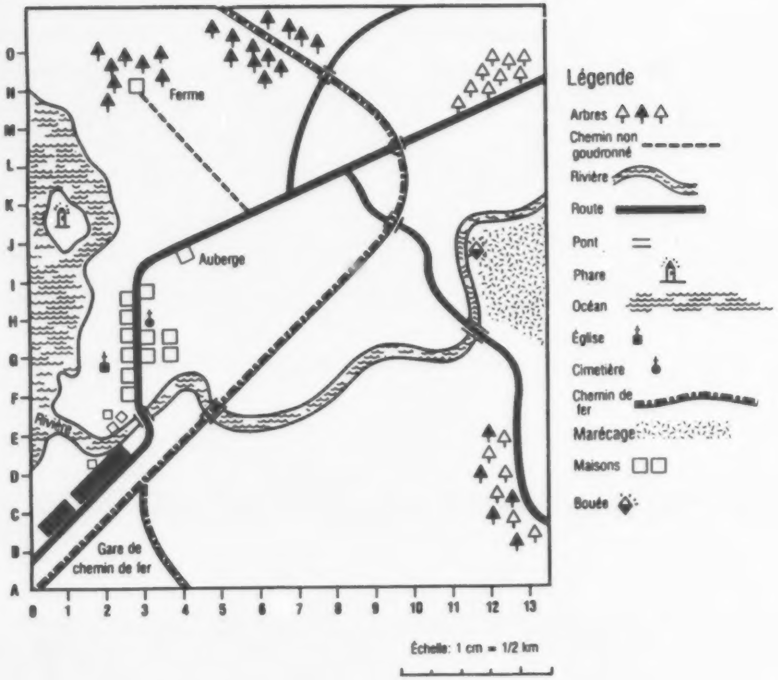
*85 A. 150 ans avant Jésus-Christ.
11 B. 350 ans avant Jésus-Christ.
2 C. 450 ans avant Jésus-Christ.
2 D. 1 500 ans avant Jésus-Christ.

10

## La carte d'une ville côtière

**Étudiez la carte ci-dessous; puis choisissez la MEILLEURE réponse aux questions numérotées de 7 à 11.**

### Petite ville côtière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Ferme
Auberge
Rivière
Gare de chemin de fer
Légende
Arbres
Chemin non goudronné
Rivière
Route
Pont
Phare
Océan
Église
Cimetière
Chemin de fer
Marécage
Maisons
Bouée
Échelle: 1 cm = 1/2 km

11

**7.** Cette carte montre une petite ville côtière. Combien de ponts traversent la rivière?

2 **A.** Un.
8 **B.** Deux.
*86 **C.** Trois.
3 **D.** Quatre.

**8.** Quelle est la position du phare d'après la grille?

2 **A.** F2.
4 **B.** G3.
*89 **C.** J1.
4 **D.** I12.

**9.** Quelle est la position de la ferme d'après la grille?

1 **A.** B2.
2 **B.** F4.
6 **C.** N2.
*90 **D.** N3.

**10.** Sur cette carte, combien y a-t-il de kilomètres dans 4 cm?

3 **A.** 1/2 km.
2 **B.** 1 km.
*85 **C.** 2 km.
10 **D.** 4 km.

**11.** Évalue la largeur de la rivière à l'endroit où elle se jette dans la mer.

*33 **A.** 0.2 km.
42 **B.** 0.5 km.
8 **C.** 2 km.
16 **D.** 4 km.

## Les castors, les perles et le pemmican

**Étudiez les renseignements qui suivent; puis choisissez la MEILLEURE réponse aux questions numérotées de 12 à 16.**

Quand on pense au commerce des fourrures au Canada, on l'associe surtout aux hommes. On lit l'histoire des chasseurs et des trappeurs autochtones, des négociants en fourrure, des coureurs de bois, des voyageurs, des explorateurs et des employés des comptoirs de fourrure. Selon ces récits, on pourrait croire que le commerce des fourrures était une activité strictement masculine. Tel n'était pas le cas. Les femmes, et surtout les femmes autochtones, étaient impliquées à fond dans plusieurs aspects du commerce des fourrures. Certaines étaient des négociantes, d'autres des guides ou des interprètes. La plupart des femmes étaient très habiles dans la préparation des peaux pour le marché ; elles faisaient la cuisine et confectionnaient les vêtements essentiels pour tous ceux qui étaient impliqués dans ce commerce.

**12.** Ce compte rendu semble soutenir l'opinion suivante

10 **A.** Les femmes n'étaient pas impliquées dans le commerce des fourrures.
*68 **B.** La présence des femmes était importante pour le commerce.
9 **C.** Seuls les hommes étaient impliqués dans le commerce.
12 **D.** Seules les femmes autochtones étaient impliquées dans le commerce.

**13.** La plupart des femmes qui travaillaient dans le commerce des fourrures au Canada étaient

*81 **A.** des femmes autochtones.
4 **B.** des européennes.
10 **C.** des négociantes en fourrures.
5 **D.** des guides.

**14.** "Plusieurs femmes ont joué un rôle primordial dans le commerce des fourrures au Canada. Cependant, on les mentionne rarement dans les écrits sur le commerce des fourrures." Compare cette citation au compte rendu ci-dessus. La citation

14 **A.** nous fournit plus de renseignements.
18 **B.** contredit le compte rendu ci-dessus.
37 **C.** donne une opinion sur le compte rendu ci-dessus.
*30 **D.** fournit des renseignements semblables.

**15.** Les historiens qui négligent de mentionner le rôle de la femme peuvent être accusés du parti-pris s'ils

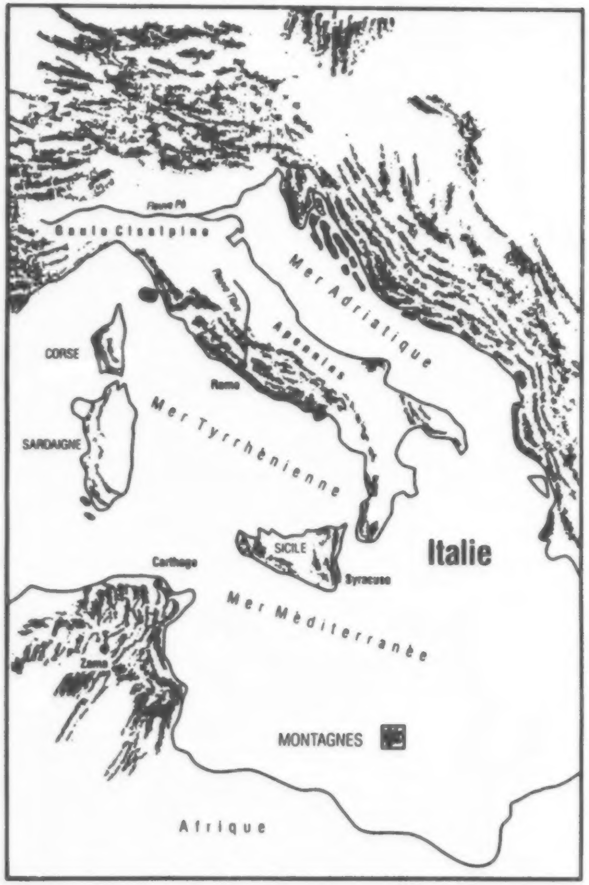
9 **A.** donnent tous les faits au lecteur.
10 **B.** croient qu'il n'y avait pas de femmes au Canada à cette époque.
12 **C.** croient que l'homme était moins important que la femme à cette époque.
*68 **D.** choisissent d'ignorer délibérément le rôle qu'a joué la femme.

**16.** Le **meilleur** titre à donner à ce compte rendu est

9 **A.** L'histoire est un domaine dominé par l'homme.
7 **B.** Femmes célèbres qui travaillaient dans le commerce des fourrures.
*76 **C.** Le rôle de la femme dans le commerce des fourrures.
7 **D.** La vie en Nouvelle-Calédonie.

## Rome

**Étudiez la carte et répondez aux questions 17 et 18.**


Fleuve Pô
Gaule Cisalpine
Fleuve Tibre
Mer Adriatique
Apennins
CORSE
Rome
SARDAIGNE
Mer Tyrrhénienne
Carthage
SICILE
Syracuse
Italie
Mer Méditerranée
Zama
MONTAGNES
Afrique

**17.** Que constatez-vous sur l'environnement de Rome d'après la carte?

4 **A.** Rome n'avait pas d'accès à la rivière.
5 **B.** Rome ne pouvait pas faire le commerce par bateau.
7 **C.** Rome était plus isolée que Zama.
*84 **D.** Rome avait une bonne position de défense grâce aux montagnes.

**18.** Quel serait un des avantages commerciaux relié à l'emplacement de Rome?

17 **A.** Les envahisseurs ne se rendraient pas à Rome parce qu'elle est trop éloignée.
6 **B.** Rome est près de l'Amérique du Nord.
*68 **C.** Les Romains auraient accès aux peuples vivant sur les bords de la Méditerranée.
8 **D.** La mer Méditerranée pourrait avoir beaucoup de grosses tempêtes.

16

## Les centres de jeux vidéo

**À l'éditeur:**
Hier, j'ai vu une affiche annonçant l'ouverture d'un centre de jeux vidéo dans le centre commercial. Les centres de jeux vidéo ne sont pas des endroits recommandés pour les jeunes. Ils les empêchent de faire leurs devoirs. Les propriétaires de ces centres ne s'occupent pas du bien-être de nos jeunes.

***Un parent inquiet***

**19.** Lequel de ces énoncés est un **fait** qu'on retrouve dans cette lettre?

28 **A.** Les centres de jeux vidéo empêchent les élèves de faire leurs devoirs.
22 **B.** Les centres de jeux vidéo ne sont pas recommandés pour les jeunes.
*33 **C.** On ouvre un centre de jeux vidéo dans le centre commercial.
17 **D.** Les propriétaires de ces centres ne s'occupent pas du bien-être de nos jeunes.

**20.** Un élève faisait une recherche sur la valeur des centres de jeux vidéo. Il a cité des renseignements tirés de cette lettre parce qu'elle

9 **A.** montrait pourquoi on ouvrait un centre de jeux vidéo.
18 **B.** montrait ce que pensent tous les parents des centres de jeux vidéo.
*66 **C.** montrait le point de vue d'un parent.
6 **D.** mettait en colère le propriétaire du centre de jeux vidéo.

**Choisis la MEILLEURE réponse à la question numérotée 21 d'après la manchette de journal qui suit.**

**LE SAUMON EN VOIE DE DISPARITION**
**L'industrie de la pêche ne cesse d'attraper trop de saumons.**

**21.** Qui s'opposerait le **PLUS** à cette manchette?

*62 **A.** Les pêcheurs.
5 **B.** Les propriétaires d'épiceries.
6 **C.** Les articles dans les journaux.
26 **D.** Les naturalistes.

17

## Le Canada

**Choisissez la MEILLEURE réponse aux questions 22 et 23.**

**22.** Le chef du gouvernement canadien est

10 **A.** le président.
*79 **B.** le premier ministre.
8 **C.** le premier ministre provincial.
3 **D.** le maire.

**23.** Le chef du gouvernement de la Colombie-Britannique est

12 **A.** le premier ministre.
4 **B.** le président.
4 **C.** la Reine.
*79 **D.** le premier ministre provincial.

18

## Le gouvernement et la justice

**Choisissez la MEILLEURE réponse aux questions numérotées de 24 à 27.**

**24.** Le gouvernement fédéral du Canada se réunit à

4 **A.** Washington, D.C.
7 **B.** Victoria.
5 **C.** Toronto.
•83 **D.** Ottawa.

**25.** Lequel des noms suivants **n'est pas** celui d'un parti politique canadien?

26 **A.** Progressiste-conservateur.
4 **B.** Libéral.
4 **C.** Nouveau parti démocrate.
•65 **D.** Républicain.

**26.** Lequel de ces énoncés concernant le Parlement canadien est un **fait** plutôt qu'une opinion?

•62 **A.** Le Parlement établit des lois.
10 **B.** Les membres du Parlement sont trop payés.
18 **C.** Le Parlement dépense trop d'argent.
9 **D.** Le Parlement est inutile.

**27.** S'il n'existait qu'un seul parti politique au Canada, quel problème pourrait survenir?

•33 **A.** Les membres élus du gouvernement ne seraient pas responsables.
15 **B.** L'ouest et l'est du Canada seraient séparés.
4 **C.** La Reine ne pourrait plus visiter le Canada.
46 **D.** Le Canada se joindrait probablement aux États-Unis.

19

## Les niveaux de gouvernement

**Les gouvernements ont beaucoup à faire et ils emploient donc beaucoup de personnes. On nomme ces personnes, les fonctionnaires. Étudie le tableau ci-dessous; puis réponds aux questions numérotées de 28 à 30.**

**NIVEAUX DE GOUVERNEMENT**

| RESPONSABILITÉS | **fédéral** | **provincial** | **municipal** |
|---|---|---|---|
| | douanes | santé | feu |
| | impôts | routes | affaires municipales |
| | parcs nationaux | éducation | enlèvement des ordures |
| | défense | services sociaux | permis pour animaux domestiques |

**28.** Lequel de ces employés est **probablement** à l'emploi du gouvernement municipal?

23 **A.** L'officier d'immigration.
10 **B.** Le pilote de ligne.
23 **C.** Le juge.
•43 **D.** Le nettoyeur de rues.

**29.** Monsieur et Madame Tortelli projettent de faire un voyage de Vancouver au Mexique. Ils ne sont pas certains du montant des marchandises qu'ils peuvent acheter au Mexique et rapporter au Canada. Quel niveau gouvernemental doivent-ils consulter?

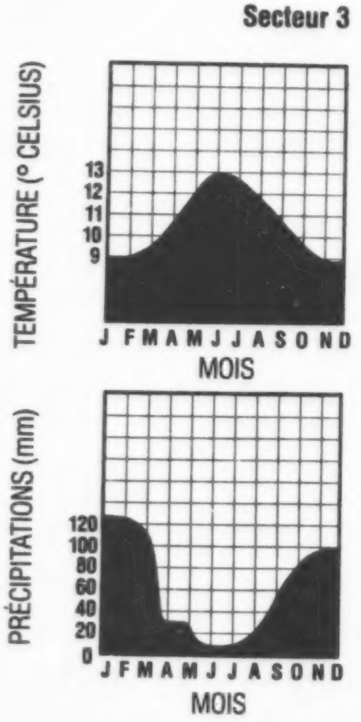
15 **A.** Territorial.
23 **B.** Provincial.
•52 **C.** Fédéral.
9 **D.** Municipal.

**30.** Un chien égaré embête les enfants à l'école. Quel niveau gouvernemental a la responsabilité de régler ce problème?

14 **A.** Provincial.
6 **B.** Fédéral.
•69 **C.** Municipal.
10 **D.** Territorial.

## Le climat

**Étudiez la carte et les graphiques suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 31 à 34.**



31. Quelle est la température moyenne en juillet dans le secteur 3?

8 **A.** 9 degrés Celsius.
14 **B.** 11 degrés Celsius.
*75 **C.** 13 degrés Celsius.
2 **D.** 31 degrés Celsius.

32. Quelle est la moyenne des précipitations en avril dans le secteur 3?

*85 **A.** 30 mm.
7 **B.** 80 mm.
4 **C.** 85 mm.
3 **D.** 120 mm.

33. Quelle description situe le **mieux** le climat du secteur 3?

25 **A.** Les étés chauds, les hivers secs.
*33 **B.** Les étés frais, les hivers humides.
34 **C.** Les hivers froids, les étés humides.
6 **D.** Les hivers chauds, les étés humides.

34. Quelle sorte d'abri bâtiraient les "peuples traditionnels" habitant le secteur 3?

16 **A.** Les bâtiments seraient en ciment et en verre.
10 **B.** Ils auraient des huttes avec toit en paille.
26 **C.** Ils bâtiraient des murs et des toits en bois.
*46 **D.** Il n'y a pas assez de renseignements pour permettre une conclusion.

22

## Les tâches

**Lisez les renseignements suivants; puis répondez aux questions numérotées de 35 à 37.**

**LES TÂCHES DES ENFANTS DANS LES ANNÉES 1800**

| garçons | filles |
|---|---|
| ramasser du bois | filer |
| rassembler le troupeau | tisser |
| aider aux champs | tricoter |
| transporter l'eau | prendre soin des frères et sœurs |

**35.** Pourquoi était-il important que les filles apprennent le filage et le tissage au début des années 1800?

8 **A.** Elles s'intéressaient beaucoup à la mode.
10 **B.** Les colons aimaient aller acheter des vêtements.
10 **C.** Cela occupait les colons.
•69 **D.** Les familles devaient confectionner leurs propres vêtements.

**36.** Qu'arriverait-il s'il n'y avait pas de fils dans la famille?

8 **A.** Les filles feraient plus de filage et de tissage.
15 **B.** Les tâches seraient négligées.
10 **C.** La famille déménagerait.
•65 **D.** Les filles devraient aider aux champs.

**37.** Ces filles et ces garçons vivaient **probablement**

33 **A.** dans une petite ville.
•47 **B.** dans une communauté agricole.
5 **C.** dans une grande ville.
13 **D.** dans un camp de bûcherons.

23

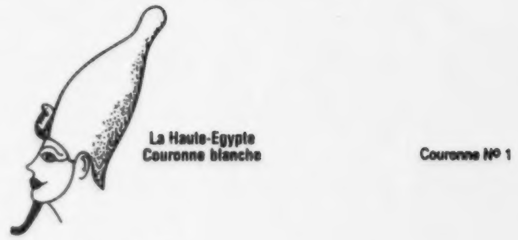
## L'Égypte

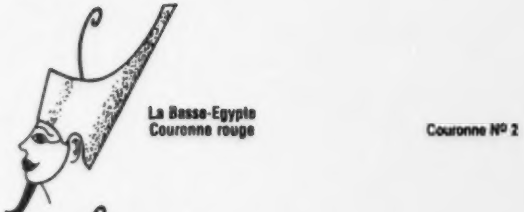
**Choisissez la MEILLEURE réponse à la question 38.**

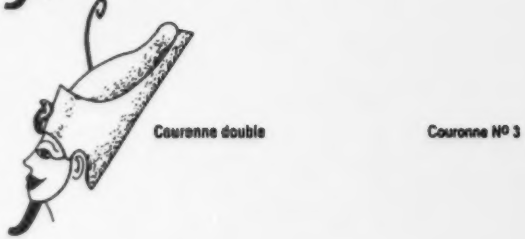
**38.** Les pyramides étaient utilisées par les anciens Égyptiens

4 **A.** comme matériel pour escalader.
4 **B.** comme entrepôt à grain.
•85 **C.** comme tombeau.
6 **D.** comme logement.

**Au moyen des renseignements contenus dans le schéma, répondez à la question 39.**



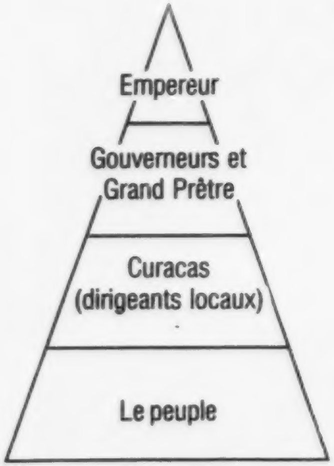




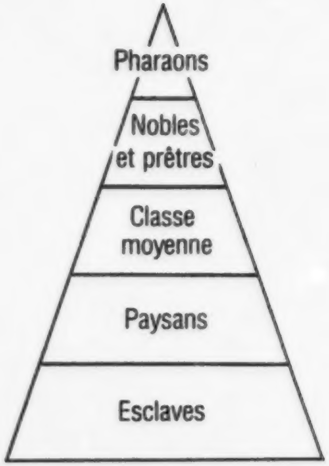
24

**39.** Des couronnes spéciales permettaient d'identifier les anciens rois égyptiens appelés pharaons. Regarde bien la troisième couronne et choisis la question la plus appropriée.

10 **A.** Quel a été le règne le plus long dans la Haute-Égypte?
13 **B.** Pendant combien de temps les rois dans l'ancienne Égypte ont-ils régné?
11 **C.** L'ancienne Égypte a-t-elle eu des femmes comme dirigeants?
•64 **D.** Un pharaon a-t-il unifié la Haute et la Basse-Égypte?


Empereur
Gouverneurs et Grand Prêtre
Curacas (dirigeants locaux)
Le peuple

**Structures du pouvoir dans l'Empire inca**


Pharaons
Nobles et prêtres
Classe moyenne
Paysans
Esclaves

**Structures du pouvoir dans la société égyptienne**

**40.** D'après les schémas ci-dessus, quelle conclusion peux-tu tirer au sujet de la structure des deux sociétés?

7 **A.** Les Curacas et les pharaons occupaient le même poste.
•58 **B.** L'Empire inca et l'Empire égyptien avaient des structures de pouvoir semblables.
11 **C.** La religion n'est pas importante dans les deux empires.
21 **D.** L'empereur avait plus de pouvoir que le pharaon.

# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

10R

LIVRET R: 10e

· MINISTRY OF EDUCATION ·

Province of British Columbia

STUDENT ASSESSMENT

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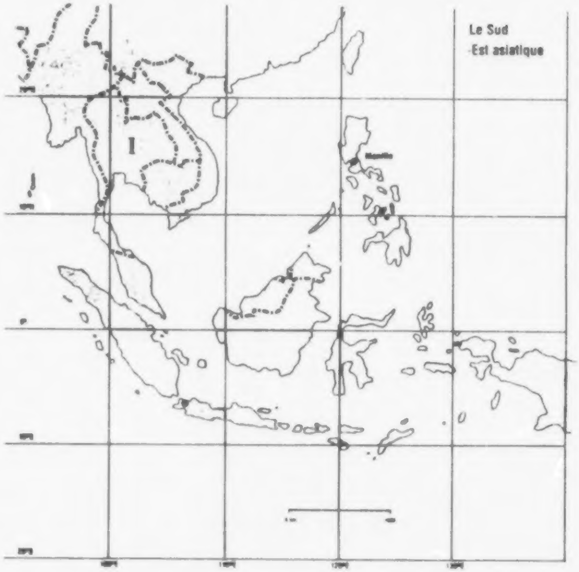
9

ACHIEVEMENT

## Le Sud-Est asiatique

**Étudiez la carte; puis choisissez la MEILLEURE réponse aux questions 1 et 2.**



1. Le pays n°I sur la carte est

•50 **A.** la Thaïlande.
17 **B.** le Viêt-Nam.
25 **C.** la Malaisie.
6 **D.** le Laos.

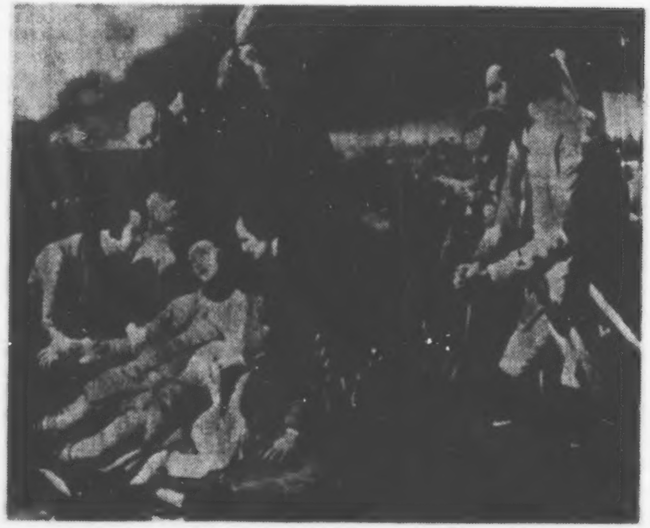
2. Les latitude et longitude approximatives de Manille sont

3 **A.** 21° N, 15° E.
•86 **B.** 15° N, 121° E.
10 **C.** 15° N, 121° O.
1 **D** 21° S, 15° O.

10

## La mort de Wolfe

**Examinez bien la photo et lis le paragraphe; puis choisissez la MEILLEURE réponse aux questions numérotées de 3 à 6.**



Tu as probablement vu des tableaux historiques comme celui-ci. La bataille de Québec a capté l'imagination des Britanniques. C'est l'histoire héroïque d'une victoire dans un pays inconnu très éloigné, où le vainqueur meurt au moment même de la victoire. Ce tableau de Benjamin West montre l'idée que les Anglais se faisaient de la bataille. Le tableau fut copié et vendu à des milliers d'exemplaires. On retrouve cette scène sur des plateaux, des chopes de bière et des tissus. Mais le tableau est inexact. Un seul des hommes qui entourent Wolfe était vraiment présent. Plusieurs des généraux de Wolfe le détestaient tellement qu'ils refusaient d'être peints avec lui. Évidemment, le peintre n'avait jamais été sur le champ de bataille.

Il y a des tableaux semblables en France représentant la mort de Montcalm et ils sont aussi inexacts. Par exemple, on y voit Montcalm mourant en héros sur le champ de bataille tout comme Wolfe. En réalité, Montcalm est mort après une bataille dans la ville.

11

3. Dans ce tableau, Benjamin West nous montre Wolfe

•54 **A.** sous un angle favorable.
22 **B.** sous un angle défavorable.
15 **C.** de manière objective.
9 **D.** comme étant anti-Français.

4. Qui a gagné la bataille dont il est question dans ce tableau

8 **A.** Personne.
20 **B.** Les Français.
2 **C.** Les Autochtones.
•70 **D.** Les Britanniques.

5. Pourquoi Benjamin West a-t-il peint une image aussi inexacte des événements?

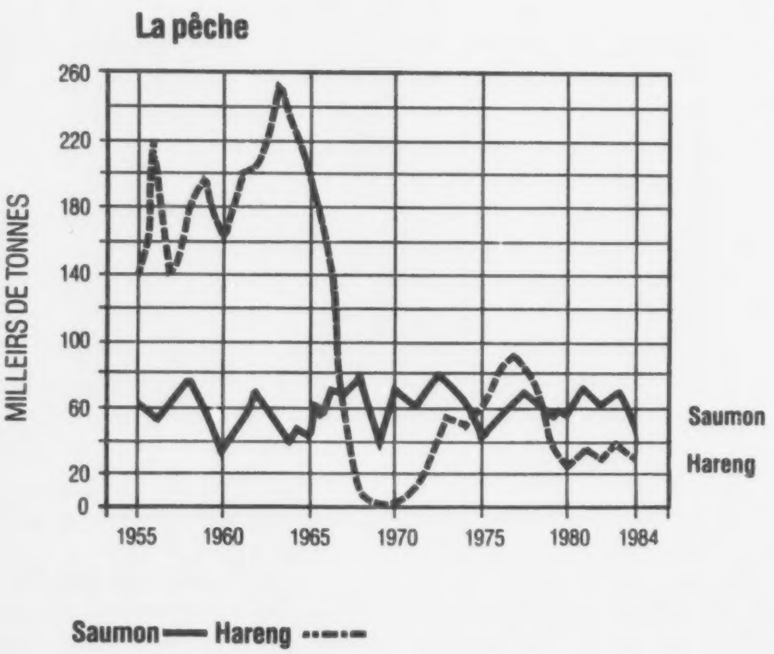
6 **A.** Il savait que le tableau se vendrait en Amérique du Nord.
14 **B.** Il s'est trompé parce qu'il n'y était pas.
2 **C.** Il n'aimait pas Montcalm.
•77 **D.** Il voulait donner une image positive de héros à Wolfe.

6. En regardant ce tableau, tu apprends

3 **A.** que les tableaux sont toujours utilisés pour transmettre des renseignements faux.
8 **B.** que les artistes ne représentent jamais correctement les événements.
6 **C.** que les tableaux sont seulement exacts quand l'artiste est présent.
•83 **D.** que tu ne peux pas te fier aux tableaux pour représenter correctement les faits historiques.

## La pêche canadienne dans le nord-est du Pacifique

**Étudiez le graphique et lisez le paragraphe; puis choisissez la MEILLEURE réponse aux questions numérotées de 7 à 10.**



La pêche au hareng dans le nord-est du Pacifique n'a pas été sous le contrôle du Canada ni soumise aux lois internationales avant 1976. L'épuisement des stocks de harengs est dû à une pêche à outrance de la part des pêcheurs commerciaux. En 1976, le Canada a étendu son contrôle jusqu'à 320 km au large des côtes canadiennes.

7. Quelle a été l'importance des pertes de harengs entre 1963 et 1968?

9 **A.** 65 milles tonnes.
6 **B.** 180 milles tonnes.
•32 **C.** 220 milles tonnes.
53 **D.** 260 milles tonnes.

8. Depuis que le Canada a étendu sa juridiction sur la zone cotière à 320 kilomètres, la pêche au hareng

19 **A.** est constante depuis 1977.
•61 **B.** a baissé de façon significative après une pêche record en 1977, puis s'est stabilisée.
14 **C.** s'est améliorée rapidement pour permettre des pêches plus importantes chaque année.
6 **D.** diminue sans arrêt depuis 1977.

9. Si tu étais le ministre responsable des pêcheries et si tu voulais que les générations à venir ait des stocks de harengs suffisants, quelle mesure prendrais-tu?

5 **A.** Autoriser les bateaux étrangers à pêcher dans l'Atlantique au large des côtes canadiennes.
4 **B.** Laisser le soin aux pêcheurs de décider de la quantité raisonable de poissons qu'ils pourraient pêcher chaque année.
•87 **C.** Contrôler sévèrement la quantité de poissons qu'on peut pêcher chaque année dans les eaux canadiennes.
5 **D.** Laisser faire la nature.

10. Lequel des énoncés suivants exprime la leçon qu'a tirée le Canada de son expérience de la pêche aux harengs dans le nord-est du Pacifique?

•44 **A.** C'est la responsabilité du gouvernement canadien de protéger les ressources naturelles.
45 **B.** Si on ne contrôle pas les actions des gens par une loi, ils s'assureront vraisemblablement du maintien de ressources adéquates pour les générations à venir.
7 **C.** On devrait vivre au jour le jour et viser les meilleurs profits sans s'inquiéter des générations futures.
4 **D.** Il y a une solution technologique à tous les problèmes.

## Une envolée vers la liberté

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 11 à 14.**

L'admission des immigrants pour peupler le Canada a toujours été lié à son économie plus ou moins prospère, ainsi qu'à sa tolérance raciale et religieuse.

À partir de la Grande Dépression de 1929 jusqu'après la Deuxième Guerre Mondiale, l'immigration au Canada était limitée aux ressortissants britanniques, aux citoyens américains et aux fermiers qui avaient assez de capitaux pour s'établir sans l'aide du gouvernement.

Cette politique a été la cause d'un des moments les plus sombres de l'histoire de l'immigration canadienne. Au printemps de 1939, 907 Juifs ont fui l'Allemagne pour Cuba à bord du S.S. St-Louis croyant posséder des visas qui leur permettraient d'être acceptés. Cuba n'a pas reconnu les visas et leur a refusé l'entrée.

Ils ont plaidé leur cause sans succès auprès d'autres pays d'Amérique latine et des États-Unis. Puis le paquebot s'est dirigé vers le Canada dans un ultime effort pour trouver refuge. Mais le Canada aussi a refusé de les accepter et les passagers ont dû rentrer en Allemagne où ils ont trouvé presque tous la mort sous le régime d'extermination nazi.

**11.** Le compte rendu suggère que les Juifs à bord du S.S. St-Louis n'ont pas été admis au Canada en 1939

14 **A.** parce qu'aucun immigrant n'était accepté à l'époque.
•44 **B.** à cause de l'intolérance raciale et religieuse.
28 **C.** parce que leurs passeports n'étaient pas en règle.
15 **D.** parce que d'autres pays leur avaient refusé l'entrée.

**12.** L'idée **principale** dans ce texte est que le Canada

•75 **A.** a été coupable de discrimination envers les immigrants.
2 **B.** a toujours accepté les immigrants.
6 **C.** a touhours refusé les immigrants.
17 **D.** n'a jamais été coupable de discrimination envers les immigrants.

**13.** Lequel des énoncés mentionnés dans l'article est une **opinion**?

•79 **A.** Cette politique a été la cause d'un des moments les plus sombres de l'histoire de l'immigration canadienne.
8 **B.** Le Canada a refusé les réfugiés juifs.
11 **C.** Les passagers ont dû rentrer en Allemagne où ils ont trouvé la mort sous le régime d'extermination nazi.
2 **D.** Au printemps 1939, 907 Juifs ont fui l'Allemagne pour Cuba à bord du S.S. St-Louis.

**14.** "La politique d'immigration du Canada dans les années 1930 était basée sur le désir d'aider les réfugiés."

21 **A.** Le compte rendu n'a aucun rapport avec cet énoncé.
10 **B.** Le compte rendu est en accord avec l'énoncé.
•58 **C.** Le compte rendu est en désaccord avec l'énoncé.
10 **D.** Le compte rendu est semblable à l'énoncé.

## La justice et le gouvernement

**15.** Le chef du gouvernement canadien est

2 **A.** le président.
•93 **B.** le premier ministre.
4 **C.** le premier ministre provincial.
1 **D.** le maire.

**16.** Le chef du gouvernement de la Colombie-Britannique est

4 **A.** le premier ministre.
2 **B.** le président.
3 **C.** la Reine.
•90 **D.** le premier ministre provincial.

**17.** Lequel de ces énoncés est soutenu par la **Charte canadienne des droits de l'homme?**

2 **A.** Les gens peuvent faire ce qu'ils veulent.
4 **B.** Les gens doivent voter lors des élections.
•90 **C.** Les gens ont la liberté d'expression.
3 **D.** Les gens ne peuvent pas s'opposer à leurs gouvernements.

**18.** S'il n'existait qu'un seul parti politique au Canada, quel problème pourrait survenir?

•65 **A.** Les politiciens élus vis-à-vis les électeurs ne seraient pas responsables.
15 **B.** L'ouest et l'est du Canada seraient séparés.
1 **C.** La Reine ne pourrait plus visiter le Canada.
17 **D.** Le Canada se joindrait probablement aux États-Unis.

**19.** Dans la notion de démocratie, on trouve l'idée

9 **A.** que les gens d'autres pays peuvent immigrer au Canada.
3 **B.** que les enfants doivent aller à l'école jusqu'à l'âge de 15 ans.
5 **C.** que les lois sont faites par une personne.
•83 **D.** que les citoyens ont le droit de vote lors des élections.

**20.** Les lois sont

•92 **A.** des règlements qui servent à gouverner le comportement des gens.
1 **B.** des niveaux du gouvernement.
1 **C.** des partis politiques canadiens.
6 **D.** seulement en vigueur dans la société canadienne.

## La femme dans l'histoire

**Lisez la lettre et l'article suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 21 à 25.**

Le 27 mai 1909

À l'éditeur
**Journal de Victoria**:

*J'ai entendu dire que vous désiriez des suggestions pour des métiers féminins. Puis-je me permettre quelques mots sur un besoin urgent en Colombie-Britannique? Nous avons besoin de femmes et de jeunes filles robustes et habiles pour les tâches domestiques. On offre en Colombie-Britannique de très bons salaires, de 20 à 35 $ par mois. Nos maisons sont bien conçues pour économiser du travail. Les jeunes filles ont beaucoup de liberté et on les traite bien. Elles peuvent faire des économies pour leur retraite au cas où elles demeureraient célibataires. Mais hélas, on entend toujours les mères et les ménagères se plaindre. "Dès que j'ai une fille vraiment compétente, elle se marie!"*

*Nullepart ailleurs, les conditions de vie pour des femmes et des jeunes filles ne m'ont paru meilleures qu'en Colombie-Britannique. Une excellente cuisinière a le respect de tous. Une bonne d'enfants est appréciée au plus haut point. Une femme qui peut faire tous les travaux ménagers est une perle rare. Donc, en Colombie-Britannique, les femmes et les jeunes filles qui sont compétentes et qui se rendent utiles peuvent trouver des foyers chaleureux, des salaires élevés, un climat merveilleux et de bonnes chances d'avenir.*

Votre tout dévoué,
UN AMOUREUX DE LA COLOMBIE-BRITANNIQUE

En 1906, le premier bureau d'emploi pour secrétaires était établi au Canada. En 1911, à Boston, Katherine Gibbs créait la première école de secrétaires réservée aux femmes. Tout était en place pour que les mots "fille" et "dactylo" deviennent synonymes. Le travail de bureau devenait respectable et des centaines de femmes préféraient celui-ci comme gagne-pain à la dépendance familiale, aux tâches domestiques ou au travail de couturière à 60 cents la douzaine de pantalons.

Le recensement canadien illustre bien la situation. En 1891, 862 femmes au Canada travaillaient dans des bureaux d'affaires, d'avocats, de medecins, etc. En 1911, 25 438 faisaient du travail de bureau. En 1921, leur nombre passait à 54 411 ou à 91 016 si on inclut le personnel de bureau dans les services gouvernementaux, les hôtels, les fermes et les usines. Cette année-là, pour la première fois, les tâches domestiques n'étaient plus la source principale d'emplois pour les femmes.

Ainsi, à chaque fois qu'il s'offrait une possibilité autre que les tâches domestiques, les femmes l'ont choisie.

**21.** Avec quel point de vue l'auteur de la lettre se trouverait-il **probablement** d'accord?

•35 **A.** Les femmes devraient se contenter des tâches domestiques.
14 **B.** Les femmes ne devraient pas travailler à l'extérieur; elles devraient se marier et fonder une famille.
47 **C.** Les femmes comme les hommes ont droit aux mêmes chances d'emploi.
4 **D.** Le travail des femmes vaut plus que celui des hommes.

**22.** D'après l'auteur de la lettre, le meilleur métier pour la femme est

12 **A.** le travail de secrétariat.
14 **B.** le mariage et la famille.
22 **C.** n'importe quel travail disponible.
•52 **D.** le travail de femme de ménage ou de bonne d'enfants.

**23.** Le titre le plus approprié pour le texte qui suit la lettre est

7 **A.** "Les avantages du secrétariat".
17 **B.** "Les joies du travail domestique".
•73 **C.** "Le nouveau rôle de la femme sur le marché du travail".
3 **D.** "Comparaison entre l'homme et la femme au travail".

**24.** D'après les statistiques dans l'article ci-dessus, quelle généralisation pourriez-vous faire?

5 **A.** Le gouvernement a forcé les administrateurs à embaucher comme secrétaires des femmes plutôt que des hommes.
8 **B.** Le travail de secrétariat est plus exigeant que celui de mère.
9 **C.** Les femmes quittaient leur emploi de secrétaires pour se consacrer aux tâches domestiques.
•78 **D.** Quand les femmes avaient le choix, elles optaient pour une carrière plutôt que pour les tâches domestiques.

**25.** L'auteur de la lettre ainsi que l'auteur de l'article

14 **A.** sont d'accord en tous points.
19 **B.** sont en désaccord sur le nombre de femmes qui étaient disponibles pour les tâches domestiques.
7 **C.** sont d'accord qu'il n'y a pas assez de femmes de ménage à cette époque.
•59 **D.** sont en désaccord sur la meilleure situation pour les femmes à cette époque.

## Le Moyen-Âge

**Choisissez la MEILLEURE réponse aux questions 26 et 27.**

**26.** Quel document a servi à établir les principes de la monarchie restreinte en Angleterre?

35 **A.** La Déclaration d'indépendance.
14 **B.** Les Quatre-Vingt-Quinze thèses.
14 **C.** Le Traité de Verdun.
•36 **D.** La Magna Carta.

**27.** Vers la fin du Moyen-Âge, quel pays associait-on aux principes démocratiques?

22 **A.** La France.
•60 **B.** L'Angleterre.
12 **C.** L'Espagne.
7 **D.** La Russie.

20

## Le tsunami

**Lisez les renseignements qui suivent; puis choisissez la MEILLEURE réponse aux questions numérotées de 28 à 31.**

Toutes les vagues ne sont pas causées par le vent. Certaines sont le résultat de séismes sous-marins ou d'activités volcaniques. Ces activités provoquent des soulèvements violents du fond des océans. Ces soulèvements à leur tour provoquent des vagues (ou une très grosse vague) qu'on aperçoit à peine à la surface de l'eau. Les crêtes de ces vagues séismiques peuvent être espacer de 150 km et voyager parfois sur 3 500 km. Une hauteur de 15 à 20 m n'est pas rare lorsque la vague atteint la côte. Ces vagues voyagent très rapidement et sont difficiles à prévoir; elles peuvent donc causer des dommages considérables. Les vagues ont déferlé sur Hawaii en 1946 ont tué 173 personnes et causé des dommages matériels évalués à 25 millions de dollars.

**28.** Le **meilleur** sommaire qu'on puissse faire de ce récit est que le tsunami

*25 **A.** voyage très rapidement et peut causer des dommages immédiats très graves.
57 **B.** est causé par une secousse séismique dans le fond des océans et peut être très destructeur.
15 **C.** peut atteindre de 15 à 20 m de hauteur et causer des dommages sur une distance de 3 500 km.
2 **D.** coûte cher parce qu'il cause des millions de dollars de dommages matériels.

**29.** Qu'est-ce qui cause le tsunami?

*83 **A.** Les séismes ou les volcans.
8 **B.** Des vents violents de l'océan.
7 **C.** Des marées hautes.
1 **D.** La gravité terrestre.

**30.** Quel est l'autre nom qu'on emploie pour décrire un tsunami?

5 **A.** Ouragan.
*14 **B.** Raz de marée.
8 **C.** Vague volcanique.
72 **D.** Vague séismique.

**31.** Les gens de la Colombie-Britannique devraient connaître le tsunami parce qu'

14 **A.** il provoque d'autres activités volcaniques sur la terre.
21 **B.** il provoque le débordement de nos rivières intérieures.
*55 **C.** il a déjà frappé sur la côte ouest il y a quelques années.
8 **D.** il accélère l'effet de serre sur la planète.

21

## La confédération

**Lisez les renseignements suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 32 à 36.**

La politique nationale de John A. Macdonald reflétait la vision d'une nation canadienne en pleine expansion et qui comprendrait éventuellement plus de la moitié du continent nord-américain. Le Canada maintiendrait des liens étroits avec la Grande-Bretagne tout en développant des liens commerciaux très étroits entre l'est et l'ouest du pays. Celui-ci comprendrait plusieurs provinces, de l'Atlantique jusqu'à la Nouvelle-Calédonie (région devenue la Colombie-Britannique)

Cependant, les provinces maritimes voulaient demeurer indépendantes parce qu'elles ne croyaient pas tirer avantage du projet de confédération. En 1864, une conférence fut prévue à Charlottetown dans l'île du Prince-Edouard, afin que les représentants de l'île du Prince-Edouard, de la Nouvelle-Écosse et du Nouveau-Brunswick puissent discuter de la possibilité d'une Union Maritime. Les organisateurs de la conférence reçurent une demande inhabituelle — les Canadiens, du Haut et du Bas Canada, voulaient assister à la réunion. Lors de la conférence, les représentants du Haut et du Bas Canada ont réussi à convaincre les représentants des maritimes du besoin d'une union globale.

Plusieurs événements internationaux ont soulevé l'intérêt: les attaques de "Féniens" à partir des États-Unis; le "manifest destiny" qui faisait l'objet de discussions aux États-Unis; l'achat du territoire de l'Alaska par les États-Unis; et le désir des Britanniques de se débarrasser de leurs obligations envers le Canada dans les domaines de la finance, de la défense et de l'administration.

**32.** Qu'est-ce qui décrit le **mieux** la "Politique Nationale" de Macdonald?

14 **A.** Une union politique et économique qui chercherait à s'isoler des autres nations.
10 **B.** Une union politique et économique qui pourrait se défendre contre la Grande-Bretagne.
*49 **C.** Une union politique de l'Atlantique au Pacifique sur le modèle britannique.
27 **D.** Une union politique qui inclurait le Haut et le Bas Canada.

**33.** Les États-Unis nuisaient à la création d'une confédération

12 **A.** parce qu'ils encourageaient les Féniens à attaquer la frontière canadienne.
12 **B.** parce que, pendant la guerre civile américaine, ils avaient attaqués les alliés politiques de la Grande-Bretagne.
*72 **C.** parce qu'ils se proposaient de contrôler toute l'Amérique du Nord.
4 **D.** parce qu'ils étaient plus riches que la plupart des Canadiens.

L'attitude de la Grande-Bretagne face à l'établissement d'une confédération en Amérique du Nord britannique était

**A.** favorable parce que la Confédération allégeait le fardeau de l'administration et de la défense de la colonie.
**B.** favorable parce que les Britanniques voulaient améliorer leurs relations difficiles avec les États-Unis.
**C.** défavorable parce que beaucoup de Britanniques considéraient que la perte de contrôle du territoire britannique nord-américain était grave pour l'Empire britannique.
**D.** défavorable parce que les Britanniques avaient beaucoup investi au Canada et qu'ils ne pourraient plus le faire à l'avenir.

L'Ontario, le Québec et la Nouvelle-Écosse ont fait partie de la Confédération dès 1867. La quatrième province a en faire partie la même année a été

**A.** la Colombie-Britannique.
**B.** Terre-Neuve.
**C.** l'Île du Prince-Édouard.
**D.** le Nouveau-Brunswick.

Quelle a été une des causes les plus **importantes** de la Confédération?

**A.** Le besoin de garantir les droits linguistiques des francophones.
**B.** La menace de la première Rébellion des métis.
**C.** La peur de l'annexation par les Etats-Unis.
**D.** L'engagement des Britanniques à défendre le Canada.

23

## Une tribu isolée dans la forêt

**Lisez le compte rendu suivant; puis choisissez la MEILLEURE réponse aux questions numérotées de 37 à 40.**

Une équipe de construction qui perçait une route dans la forêt tropicale a récemment découvert une tribu dans un endroit isolé. Cette tribu ne semble avoir eu aucun contact avec d'autres personnes. Les autochtones se déplacent dans la forêt tropicale à la recherche de leur nourriture. Ils attrapent des poissons, chassent les petits mammifères et ramassent des baies et des racines comestibles. Ils fabriquent et utilisent quelques armes et outils archaïques faits de bois, de lianes et de pierre.

Le gouvernement du pays souhaite que des colons s'établissent à cet endroit pour transformer la forêt tropicale en terrains cultivables et rentables. Les responsables du gouvernement veulent que des enseignants et des missionnaires aillent vivre avec les autochtones pour leur inculquer les valeurs de notre civilisation. Pour leur part, les anthropologues craignent que les autochtones ne puissent s'adapter à la vie moderne. Ils redoutent aussi les problèmes qui pourraient surgir entre autochtones et colons.

**37.** Laquelle de ces questions définit le mieux le problème?

14 **A.** Devrait-on construire des routes modernes dans la forêt tropicale?
14 **B.** La forêt tropicale se prête-t-elle à l'agriculture?
•67 **C.** Un peuple primitif peut-il souffrir du contact avec la culture moderne?
2 **D.** Les outils de pierre sont-ils efficaces face aux besoins essentiels?

**38.** Quels renseignements supplémentaires seraient utiles pour aider le gouvernement à prendre des décisions?

10 **A.** Le dieu du soleil, Gorkan, est le dieu le plus important pour les autochtones.
14 **B.** On manque de pétrole dans le pays et les prix montent.
•62 **C.** Toutes les terres cultivables sont occupées et on manque d'aliments.
11 **D.** L'industrie touristique est en expansion et on a besoin de plus d'hôtels.

**39.** Si tu étais anthropologue, que dirais-tu au gouvernement?

14 **A.** Nous avons besoin de terres à cultiver.
•55 **B.** Il ne faut pas détruire les maisons des gens.
7 **C.** Nous avons besoin de routes.
21 **D.** On doit civiliser les autochtones.

4

0. Les colons sont venus s'établir, ils ont coupé beaucoup d'arbres et ont clôturé leurs fermes. De quelle façon cela peut-il affecter le mode d'alimentation des autochtones?

9 **A.** Ils ne pourront plus utiliser leurs méthodes de pêche traditionnelles.
15 **B.** Il y aura plus d'animaux sauvages à chasser.
56 **C.** Ils ne pourront plus se déplacer librement pour la cueillette et la chasse.
7 **D.** Ils pourront apprendre aussi à construire des clôtures.

# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

10S

LIVRET S: 10e

· MINISTRY OF EDUCATION ·

Province of

STUDENT ASSESSMENT

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A C H I E V E M E N T

## Les déchets

**Lisez les deux extraits qui suivent; puis choisissez la MEILLEURE réponse aux questions numérotées de 1 à 6.**

**POÈME**

On dit que le monde périra par le feu
Ou peut-être par la glace,
D'autres disent par l'éclair foudroyant,
D'une énorme explosion,
Au risque de paraître sarcastique,
Moi, je dis qu'on étouffera dans le plastique.

**EXTRAIT**

Le monde entier produit environ un milliard de tonnes de déchets chaque année. Le rythme auquel ces déchets s'accumulent est lié au Produit National Brut. Dans plusieurs pays, on considère que les déchets sont un problème et non une ressource. Les déchets sont jetés plutôt que recyclés en produits utiles. Voici quelques exemples de villes et de leur quantité annuelle de déchets par personne :

| | | | |
|---|---|---|---|
| **Los Angeles** | **3,00 kg** | **Mexico** | **0,4 kg** |
| **New York** | **1,82 kg** | **Londres** | **0,83 kg** |
| **São Paulo** | **0,57 kg** | **Ibadan** | **0,46 kg** |
| **Amman** | **0,44 kg** | **Singapore** | **0,67 kg** |
| **Tokyo** | **0,93 kg** | **Djakarta** | **0,38 kg** |

**1.** Lequel des endroits ci-dessus produit le plus de déchets?

*96 **A.** Los Angeles.
3 **B.** New York.
0 **C.** Singapore.
1 **D.** Djakarta.

**2.** Quelqu'un a dit: "Si tu arrivais d'une autre planète sur la Terre, tu trouverais facilement les endroits les plus industrialisés. Tout ce que tu dois faire c'est de chercher les endroits les plus pollués !" Cet énoncé

5 **A.** est en contradiction avec les données de l'extrait ci-dessus.
*63 **B.** est en accord avec les données de l'extrait.
18 **C.** n'a rien à voir avec les données de l'extrait.
13 **D.** s'accorde d'avantage avec le poème qu'avec l'extrait.

3. Notre planète possède un système écologique fermé. Cela veut dire qu'il n'y a plus de nouveaux endroits à exploiter. Nous devons donc nous débarrasser de nos déchets sur cette planète. Plutôt que de jeter les déchets dans des dépotoirs, il vaudrait mieux

1 **A.** envoyer ces déchets dans des fusées vers la lune.
1 **B.** les jeter dans les océans.
•97 **C.** trier et recycler toutes les choses encore utiles.
1 **D.** que chacun jette ces déchets sur sa propre propriété.

4. Dans le Poème, l'auteur affirme que le plus grand problème de pollution est causé par

4 **A.** le feu.
7 **B.** la guerre nucléaire.
•88 **C.** les plastiques.
1 **D.** une nouvelle ère glaciaire.

5. Les gens dans les pays pauvres recycle plus leur déchets que les gens des pays riches. Une des raisons en est

7 **A.** qu'ils sont mieux informés sur ce sujet.
•64 **B.** qu'ils sont pauvres, et jettent moins de choses.
7 **C.** que leur gouvernement a passé des lois strictes.
21 **D.** qu'il n'y a pas de ramassage régulier des déchets.

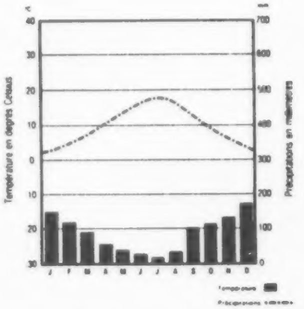
6. Lequel des énoncés suivants reflète le **mieux** le point de vue du poète?

12 **A.** La guerre nucléaire est la plus grande menace pour l'avenir du monde.
2 **B.** Certaines communautés canadiennes ont commencé un programme de recyclage.
11 **C.** Le plastique est remplacé de plus en plus par des produits ré-utilisables.
•74 **D.** La quantité de plastique [illegible] chaque année augmente.

# Le climat

**Étudie bien le graphique du climat; puis réponds aux questions numérotées de 7 à 10.**

**Le climat**



7. En quel mois de l'année les précipitations sont-elles le plus abondantes?

1 **A.** Janvier.
38 **B.** Juin.
1 **C.** Septembre.
*•60 D. Décembre.*

8. La variation des températures annuelles à cet endroit est d'environ

14 **A.** 2° C.
14 **B.** 10° C.
•54 **C.** 16° C.
17 **D.** 19° C.

9. Où penserais-tu trouver un climat semblable à celui du graphique ci-dessus?

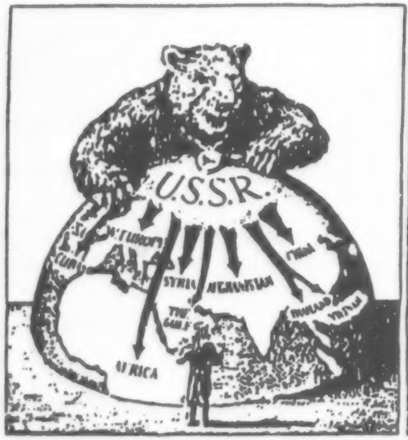
27 **A.** Dans les régions polaires.
14 **B.** Dans l'hémisphère sud.
•50 **C.** Dans l'hémisphère nord.
9 **D.** Dans les régions tropicales.

10. Ce graphique décrit un endroit où l'été est

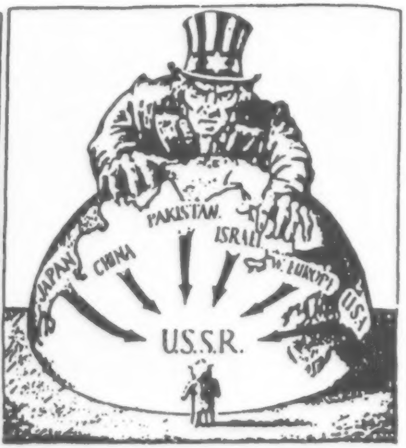
36 **A.** froid et humide.
10 **B.** froid et sec.
13 **C.** chaud et humide.
•40 **D.** chaud et sec.

## L'ours et l'oncle Sam

**Étudiez les dessins humoristiques; puis choisissez la MEILLEURE réponse aux questions numérotées de 11 à 14.**



**Dessin Nº 1**



**Dessin Nº 2**

**11.** Le dessin nº 1 nous indique que l'U.R.S.S.

3 **A.** désire la coexistence pacifique.
3 **B.** est un voisin amical et agréable.
*85 **C.** est une nation agressive et expansionniste.
8 **D.** domine les États-Unis.

**12.** Le dessin nº 2 nous indique que les États-Unis

2 **A.** ont des sentiments amicaux envers l'U.R.S.S.
*39 **B.** projettent de détruire l'U.R.S.S.
5 **C.** considèrent l'U.R.S.S. comme un promoteur de la paix.
54 **D.** désirent freiner l'expansionnisme de l'U.R.S.S.

**13.** Dans le dessin nº 1 l'U.R.S.S. est représentée par un ours. Comment le dessinateur aurait-il pu représenter les États-Unis?

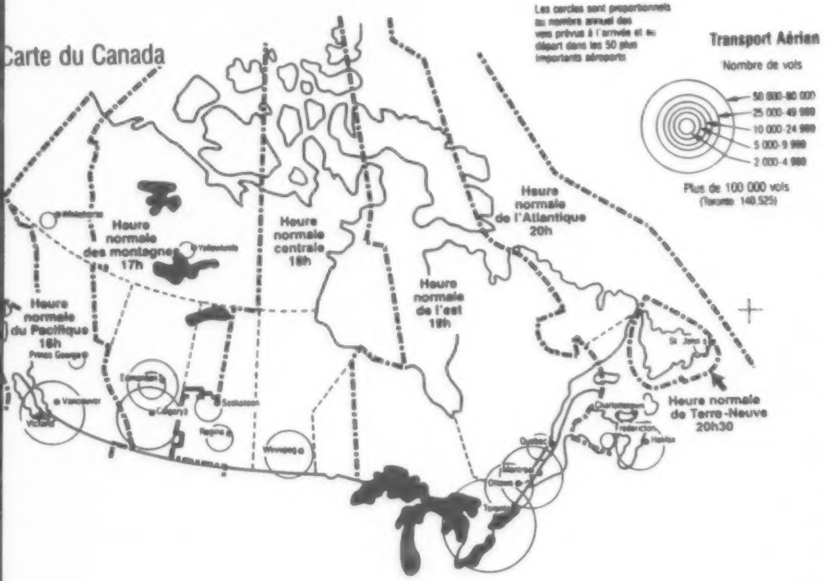
8 **A.** Par un bison.
*81 **B.** Par un aigle.
7 **C.** Par un puma.
4 **D.** Par un kangourou.

**14.** L'intention du dessinateur est de montrer que

2 **A.** les États-Unis et l'U.R.S.S. sont des voisins pacifiques.
1 **B.** les États-Unis et l'U.R.S.S. se font confiance et se protègent l'un l'autre.
*55 **C.** les États-Unis et l'U.R.S.S. protègent leurs intérêts respectifs dans le monde.
41 **D.** les États-Unis et l'U.R.S.S. sont indifférents aux actions de chacun sur la scène politique internationale.

## es voyages aériens

tudiez la carte; puis choisissez la MEILLEURE réponse aux questions numérotées de 15 à 18.


arte du Canada
Les cercles sont proportionnels au nombre annuel des vols prévus à l'arrivée et au départ dans les 50 plus importants aéroports
Transport Aérien
Nombre de vols
50 000-80 000
25 000-49 999
10 000-24 999
5 000-9 999
2 000-4 999
Plus de 100 000 vols (Toronto 140 525)
Heure normale du Pacifique 16h
Heure normale des montagnes 17h
Heure normale centrale 18h
Heure normale de l'est 19h
Heure normale de l'Atlantique 20h
Heure normale de Terre-Neuve 20h30
Whitehorse
Yellowknife
Prince George
Vancouver
Victoria
Edmonton
Calgary
Saskatoon
Régina
Winnipeg
Toronto
Ottawa
Montréal
Québec
Charlottetown
Fredericton
Halifax
St. John's

15. Dans quelle ville le soleil apparaît-il en premier chaque jour?

1 **A.** Régina, Saskatchewan.
21 **B.** Victoria, Colombie-Britannique.
•73 **C.** Saint-Jean, Terre-Neuve.
5 **D.** Toronto, Ontario.

16. Quelle ville se situe dans le fuseau horaire de l'Atlantique?

•66 **A.** Charlottetown.
27 **B.** Saint-Jean.
4 **C.** Baie-Comeau.
1 **D.** Gander.

17. Combien de fuseaux horaires un voyageur traverse-t-il quand il prend l'avion de Vancouver, C.-B. à Saint-Jean, Nouveau-Brunswick?

1 **A.** 2.
6 **B.** 3.
•30 **C.** 4.
62 **D.** 5.

18. L'aéroport le plus actif au Canada est celui de

2 **A.** Vancouver.
2 **B.** Montréal.
•94 **C.** Toronto.
1 **D.** Calgary.

## Le processus démocratique

**Lisez les scénarios ci-dessous; puis choisissez la MEILLEURE réponse aux questions numérotées de 19 à 25.**

**Introduction**

Les étudiants ont besoin de développer des compétences pour penser clairement et avoir des opinions logiques. Une **opinion** est un énoncé qui définit les sentiments et les valeurs d'une personne sur un sujet donné. Un **argument logique** est une série d'énoncés qui fournit des renseignements et supporte une opinion. Quand deux personnes ou plus sont en désaccord un **conflit** peut survenir.

**Premier Scénario**

**Hardeep :** "Je pense qu'il est important que le gouvernement maintienne l'ordre. Toutes ces manifestations dérangent l'ordre public. Les gens ont trop tendance à critiquer le gouvernement et cela est très perturbant. Comment les membres élus du gouvernement peuvent-ils faire leur travail quand ils sont critiqués constamment?

**Gino :** "Je pense qu'il est important que les gens fassent connaître leur opinion. C'est la seule façon pour le gouvernement de savoir ce qu'ils pensent. Les manifestations sont acceptables à condition qu'elles soient non-violentes."

**19.** Lequel de ces énoncés est **vrai**?

•86 **A.** Gino et Hardeep ont des conflits d'opinion sur les manifestations.
4 **B.** Gino et Hardeep sont d'accord.
4 **C.** Gino et Hardeep ont les mêmes opinions sur la démocratie.
5 **D.** Gino et Hardeep n'ont pas d'opinions bien précises.

**20.** Les valeurs qui sont en jeu dans cette situation sont

56 **A.** le maintien de l'ordre versus la liberté d'expression.
11 **B.** un gouvernement représentatif versus un gouvernement responsable.
7 **C.** une dictature versus un gouvernement autoritaire.
25 **D.** les droits du gouvernement versus les droits du citoyen.

**21.** Pour poursuivre cette argumentation, quels autres arguments serviraient à Gino?

9 **A.** Toutes les manifestations sont un gaspillage d'énergie et de ressources.
60 **B.** Les manifestations pacifiques rendent les gouvernements responsables.
24 **C.** Les gens devraient attendre les élections pour protester.
6 **D.** Dans une démocratie, les protestations ne sont pas tolérées.

**Deuxième Scénario**

**Sharon:** "Je pense que tous devraient vivre selon les règles de la société. Si tout le monde suivait les règles, tout irait mieux. Cependant, le nombre de crimes a augmenté. Donc, il est temps que chacun fasse sa propre loi."

**22.** Est-ce que l'argument de Sharon est logique?

•66 **A.** Non, parce qu'elle veut que tous obéissent à la loi, mais elle dit aussi que nous devons faire notre propre loi.
8 **B.** Oui, parce que tous sont d'accord que nous avons besoin de plus de lois et d'ordre dans ce pays.
7 **C.** Oui, parce que nous avons tous des droits garantis par la Charte des droits de l'homme.
19 **D.** Non, parce que tout le monde n'a pas les mêmes règles et les mêmes droits.

**Troisième Scénario**

**Madame Murdoch:** "Je dois payer des taxes scolaires à la municipalité et je n'ai pas d'enfant. Je pense que cela est injuste."

**23.** Le problème que soulève Madame Murdoch est le suivant

5 **A.** Les écoles devraient-elles ramasser de l'argent pour financer leurs opérations?
6 **B.** Les résidents qui ne payent pas leurs taxes devraient-ils être pénalisés?
7 **C.** Les écoles devraient-elles être subventionnées par le gouvernement provincial?
•82 **D.** Les résidents devraient-ils payer des taxes pour des services qu'ils n'utilisent pas directement?

**Quatrième Scénario**

**Michel :** "Le Canada est une démocratie. Cela signifie que tous les citoyens canadiens ont le droit de vote aux élections, qu'ils doivent aller à l'école jusqu'à l'âge de 15 ans, qu'ils ont un rôle à jouer dans la législation et qu'ils croient en un gouvernement responsable envers le peuple."

**24.** Lequel des énoncés faits de Michel **ne** fait **pas** partie du sens du mot démocratie?

17 **A.** Croire en un gouvernement responsable envers le peuple.
7 **B.** Les citoyens ont le droit de voter aux élections.
14 **C.** Les citoyens ont un rôle à jouer dans la législation.
•62 **D.** Les enfants doivent aller à l'école jusqu'à l'âge de 15 ans.

**25.** Les campagnes électorales sont un aspect important des élections démocratiques. Une campagne électorale a pour but de permettre aux candidats d'expliquer

2 **A.** la géographie du Canada.
6 **B.** pourquoi l'éducation est importante.
3 **C.** pourquoi la religion est importante.
•88 **D.** ce qu'ils ont l'intention de faire s'ils sont élus.

18

## Les castors, les perles et le pemmican

**Étudiez les renseignements qui suivent; puis choisissez la MEILLEURE réponse aux questions numérotées de 26 à 28.**

Quand on pense au commerce des fourrures au Canada, on l'associe surtout aux hommes. On lit l'histoire des chasseurs et des trappeurs autochtones, des négociants en fourrure, des coureurs de bois, des voyageurs, des explorateurs et des hommes à l'emploi des comptoirs de fourrure. Selon ces récits, on pourrait croire que le commerce des fourrures était une activité strictement masculine. Tel n'était pas le cas. Les femmes, et surtout les femmes autochtones, étaient impliquées à fond dans plusieurs aspects du commerce des fourrures. Certaines étaient des négociantes, d'autres des guides ou des interprètes. La plupart des femmes étaient très habiles dans la préparation des peaux pour le marché ; elles faisaient la cuisine et confectionnaient des vêtements essentiels pour tous ceux qui étaient impliqués dans ce commerce.

**26.** Ce compte rendu semble soutenir l'opinion suivante.

5 **A.** Les femmes n'étaient pas impliquées dans le commerce des fourrures.
•85 **B.** La présence des femmes était importante pour le commerce .
7 **C.** Seuls les hommes étaient impliqués dans le commerce.
3 **D.** Seules les femmes autochtones étaient impliquées dans le commerce.

**27.** "Plusieurs femmes ont joué un rôle primordial dans le commerce des fourrures au Canada. Cependant, on les mentionne rarement dans les écrits sur le commerce des fourrures." Compare cette citation au compte rendu ci-dessus. La citation

14 **A.** nous fournit plus de renseignements.
21 **B.** contredit le compte rendu ci-dessus.
26 **C.** donne une opinion sur le compte rendu ci-dessus.
•39 **D.** fournit des renseignements semblables.

**28.** Les historiens qui négligent de mentionner le rôle de la femme peuvent être accusés de parti-pris s'il

7 **A.** donnent tous les faits au lecteur.
4 **B.** croient qu'il n'y avait pas de femmes au Canada à cette époque.
7 **C.** croient l'homme moins important que la femme à cette époque.
•81 **D.** ont choisi d'ignorer délibérément le rôle qu'a joué la femme.

19

## La justice et le gouvernement

**Choisissez la MEILLEURE réponse aux questions numérotées de 29 à 34.**

**29.** Quel rôle le parti d'opposition joue-t-il au parlement?

6 **A.** Il choisit les ministres du cabinet.
5 **B.** Il fait des nouvelles lois pour le gouvernement.
•75 **C.** Il surveille les actions du gouvernement au pouvoir.
11 **D.** Il aide le parti au pouvoir.

**30.** Lequel des énoncés suivants est vrai?

3 **A.** Les partis d'opposition choisissent le Premier Ministre.
12 **B.** Le Premier Ministre est élu par les membres du Parlement.
16 **C.** Les Premiers Ministres provinciaux élisent le chef du gouvernement.
•67 **D.** Le chef du parti politique au pouvoir est le chef du gouvernement.

**31.** Lequel des partis suivants n'est **pas** un parti politique canadien?

•82 **A.** Républicain.
1 **B.** Libéral.
11 **C.** Néo-démocrate.
5 **D.** Progressiste-conservateur.

**32.** Quel groupe a la responsabilité de faire les lois?

•90 **A.** Les membres élus du gouvernement.
1 **B.** La police.
7 **C.** Les fonctionnaires.
1 **D.** Les avocats.

**33.** L'entrée des immigrants au Canada est la responsabilité principale

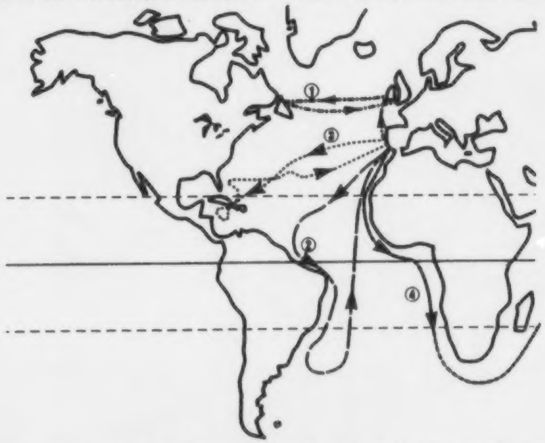
•80 **A.** du gouvernement fédéral.
13 **B.** du gouvernement provincial.
3 **C.** du gouvernement municipal.
4 **D.** du pays d'origine.

**34.** Les parcs et les terrains de jeux communautaires au Canada sont la responsabilité principale

2 **A.** du gouvernement fédéral.
18 **B.** du gouvernement provincial.
•48 **C.** du gouvernement municipal.
31 **D.** des trois niveaux de gouvernement.

## Christophe Colomb et l'Atlantique nord

**Étudiez la carte et lisez l'article; puis choisissez la MEILLEURE réponse aux questions numérotées de 35 à 40.**



L'invention de la boussole et de l'astrolabe ainsi que la redécouverte du travail cartographique de Ptolémée a inspiré un capitaine et navigateur d'âge moyen à entreprendre un voyage dangereux en i492.

En ce temps-là, les gens possédaient des notions contradictoires sur les dimensions de la terre. Certains, comme Colomb, fondaient leur évaluation sur les travaux de Ptolémée, un savant de la Grèce ancienne. Cependant, Ptolémée avait sous-estimé la taille de la terre ! Au bout de nombreuses années, Colomb a finir par convaincre la reine Isabelle d'Espagne de financer un voyage vers l'Asie par la route de l'ouest. Colomb croyait pouvoir atteindre l'Asie en 2 mois en prenant la route de l'ouest. Ce qu'ignorait Colomb, c' est que naviguer en ligne directe vers l'orient lui prendrait 4 mois. Par chance, pour son équipage et lui, ils atteignirent un continent juste au moment où leur réserve de deux mois s'épuisait.

Plutôt que de mettre le cap sur l'ouest à partir de l'Espagne, Colomb s'est dirigé vers le sud et les îles Canaries. Il a choisi cette route parce que les îles Canaries se trouvaient à la même latitude que le Japon, destination qu'il avait choisie après avoir lu les récits de Marco Polo. Puis il a tourné la barre vers l'ouest profitant des avantages des alizés nord-ouest qui l'amèneraient directement à destination.

Pour le voyage de retour, Colomb avait pensé se diriger vers le nord, au-dessus des ceintures subtropicales, à 35 degrés de latitude, où il pourrait profiter des alizés de l'ouest.

Bien que Colomb ait été un marin habile, les vents étaient un mystère à maîtriser tout comme un capitaine de navire doit maîtriser les moteurs d'un paquebot.

**35.** Toutes les descriptions suivantes s'appliquent à Colomb **excepté**

*60 **A.** un bon constructeur de navires.
6 **B.** un marin habile.
8 **C.** un bon navigateur.
24 **D.** un homme tenace.

**36.** Colomb a utilisé les instruments de navigation suivants dans ses voyages en Amérique **excepté**

3 **A.** une boussole.
6 **B.** un astrolabe.
45 **C.** un sextant.
*44 **D.** une carte des systèmes de vents.

**37.** Si Colomb avait eu une carte moderne à sa disposition, quelle est la chose la plus importante qu'il aurait remarquée?

*51 **A.** Le continent asiatique était beaucoup plus loin qu'il ne le croyait.
7 **B.** Le monde était plus petit qu'il ne le croyait.
9 **C.** L'Orient était différent de la description fournie par Marco Polo.
29 **D.** Une route directe par l'ouest était possible.

**38.** Le **meilleur** titre pour ce compte rendu est

*80 **A.** "Un grand marin et découvreur".
12 **B.** "Le premier homme à découvrir l'Asie".
2 **C.** "La découverte de Cipangu".
3 **D.** "L'utilisation des systèmes de vents dans l'Atlantique".

**39.** La route sur la carte qui correspond **mieux** à la route que Colomb a suivie est

7 **A.** 1.
17 **B.** 2.
*55 **C.** 3.
17 **D.** 4.

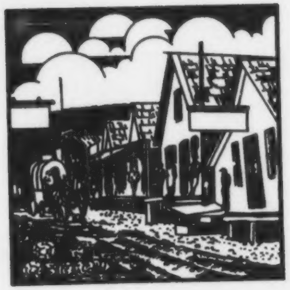
**40.** Quel est l'aspect des sciences humaines qui est **plus** particulièrement traité dans ce compte rendu?

*85 **A.** l'histoire.
3 **B.** le droit.
5 **C.** la science politique.
3 **D.** l'anthropologie.

# COLOMBIE-BRITANNIQUE
# PROJET D'ÉVALUATION
# SCIENCES HUMAINES
# 1989

## 10T

LIVRET T: 10$^{e}$



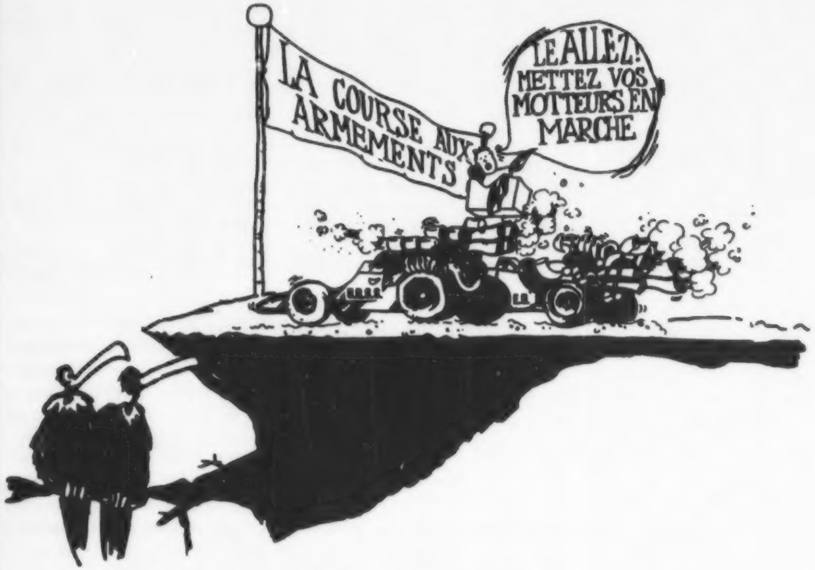
· MINISTRY OF EDUCATION ·

Province of
British Columbia

STUDENT ASSESSMENT

## La course aux armements

**Étudiez le dessin humoristique; puis choisissez la MEILLEURE réponse aux questions numérotées de 1 à 4.**


LA COURSE AUX ARMEMENTS
LE ALLEZ! METTEZ VOS MOTTEURS EN MARCHE

**1.** Les voitures de course dans ce dessin humoristique représentent

1 **A.** la course pour développer de nouvelles méthodes de transport.
*72 **B.** les "machines de guerre" des États-Unis et de l'U.R.S.S.
17 **C.** la course pour stopper la prolifération des armements.
9 **D.** les "machines de guerre" de toutes les puissances mondiales.

**2.** Les vautours représentent

15 **A.** le danger.
10 **B.** la nature.
19 **C.** l'indifférence.
*56 **D.** la mort.

**3.** La position des voitures indique

1 **A.** que les voitures de course peuvent voler.
5 **B.** que la course exige beaucoup de préparatifs.
*91 **C.** que la course mènera à une mort rapide et inévitable.
3 **D.** que les États-Unis gagneront la course aux armements.

**4.** Le but principal de ce dessin humoristique est de montrer

1 **A.** qu'il est important de se procurer le plus d'armes possible parce que la course est égale.
*72 **B.** qu'aucun pays ne peut gagner parce que la course signifie la mort pour tous.
2 **C.** que la course aux armements n'a pas encore commencé.
23 **D.** que la course aux armements détruira la nature et le genre humain.

## Renaissance et réforme

**5.** Laquelle des personnes suivantes associes-tu avec la Réforme?

13 **A.** Michel-Ange
*60 **B.** Martin Luther
13 **C.** Marie, reine des Écossais
14 **D.** Abraham Lincoln

**6.** Laquelle des personnes suivantes associes-tu avec la Renaissance?

15 **A.** Marie-Antoinette
6 **B.** John Calvin
*49 **C.** Léonard de Vinci
30 **D.** Napoléon

**10**

## Les ressources forestières du Canada

**Les questions numérotées de 7 à 11 concernent l'industrie forestière canadienne. Choisissez la MEILLEURE réponse pour chaque question.**

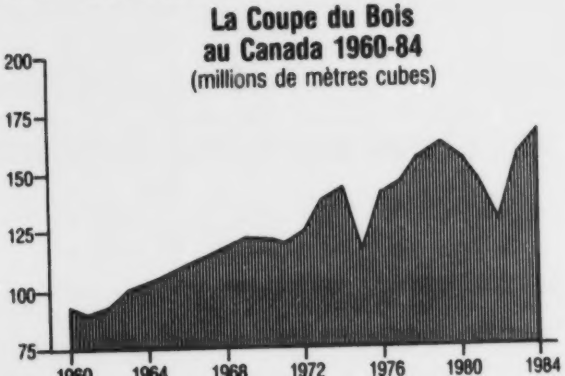
L'industrie forestière est la principale industrie canadienne. Avec l'industrie manufacturière qui en dépend, elle représente un emploi sur dix au Canada. Le bois est une importante source d'énergie à la fois pour l'industrie forestière et pour le chauffage des maisons. De plus, des millions de gens fréquentent les forêts canadiennes pour leurs loisirs; certains font des randonnées près de leur maison; d'autres pratiquent la chasse et la pêche; d'autres encore font des kilomètres pour découvrir des endroits isolés, loin des villes.

7. D'après les renseignements contenus dans le paragraphe ci-dessus, on peut conclure que

2 **A.** 90 % des Canadiens ont des emplois dans l'industrie forestière.
*94 **B.** l'industrie forestière est importante pour le Canada.
3 **C.** les forêts ne représentent pas une ressource importante pour le Canada.
1 **D.** la chasse et la pêche dans les régions boisées sont les activités les plus importantes pour les Canadiens.

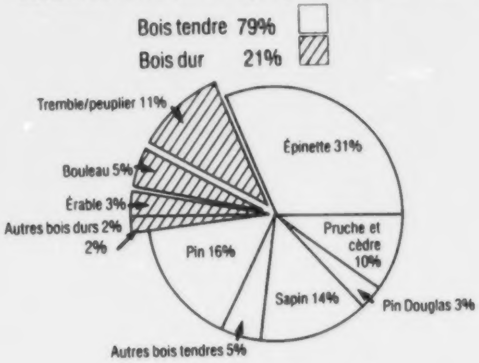
8. D'après le graphique ci-dessous, la coupe totale du bois au Canada en 1984 était d'environ

0 **A.** 150 millions de mètres cubes.
*71 **B.** 168 millions de mètres cubes.
27 **C.** 175 millions de mètres cubes.
1 **D.** 19 644 millions de mètres cubes.


**La Coupe du Bois au Canada 1960-84**
(millions de mètres cubes)

**11**

### Volumes de Bois Coupé par Espèce, 1984



Total: 19,6 milliards de m3

9. D'après le graphique ci-dessus, lequel de ces groupes d'arbres est seulement constitué de bois dur?

*94 **A.** L'érable, le bouleau et le tremble.
4 **B.** L'épinette, le sapin et le cèdre.
1 **C.** L'épinette, le pin et l'érable.
0 **D.** La pruche, le cèdre et le pin.

Depuis une décennie, les activités de la sylviculture ont produit une augmentation des taux de reboisement. Entre les années 1976 et 1985, le nombre d'hectares utilisés pour la sylviculture a quadruplé pour atteindre 165 000 par année. Les zones de plantations et les sites préparés pour la plantation approchent les 300 000 hectares par année.

10. Le mot "sylviculture" signifie

3 **A.** l'étude de plusieurs cultures.
17 **B.** la préparation des terres pour le développement.
1 **C.** l'exploitation d'une mine d'argent.
*79 **D.** la plantation d'arbres pour fournir du bois de coupe.

11. L'énoncé ci-dessus implique que la croissance continuelle des activités de la sylviculture pourra

4 **A.** nuire à l'atmosphère.
16 **B.** causer davantage de terres dévastées dans les régions boisées.
8 **C.** causer du chômage dans les secteurs primaires de l'économie.
*71 **D.** augmenter la quantité d'arbres disponibles pour les coupes de bois à venir.

## Sir Clifford Sifton

**Lisez les extraits suivants; puis choisissez la MEILLEURE réponse aux questions numérotées de 12 à 15.**

**PREMIER EXTRAIT**

"Je pense qu'un paysan enraciné, avec son manteau de peau de mouton, né à la ferme, dont les ancêtres sont fermiers depuis dix générations, avec une femme robuste et leur demi-douzaine d'enfants, est un homme de qualité. [Un ouvrier qualifié] qui refuse de travailler plus de huit heures par jour est, à mon avis,.....un mauvais homme.... Je ne suis pas intéressé de savoir s'il est né en Grande-Bretagne ou non; plus on en aura de ceux-là, plus on aura de problèmes."

—Sir Clifford Sifton

**DEUXIÈME EXTRAIT**

Durant les années 1880 à 1914, des millions d'Européens émigrèrent vers l'Amérique du Nord et du Sud. Au début, le Canada en accueillait un petit nombre. Mais vers la fin des années 1890, plusieurs facteurs contribuèrent à la période la plus importante d'immigration dans l'histoire du Canada :

—la ruée vers l'or au Yukon
—l'étape finale de la construction du chemin de fer Canadien Pacifique
—le surpeuplement de l'Ouest américain
—les nouvelles terres ouvertes à l'agriculture (y compris une offre de terre
—gratuite aux gens qui voulaient défricher dans les prairies canadiennes)

Sous la direction du ministre de l'intérieur, Sir Clifford Sifton, plus de trois millions d'immigrants sont venus au Canada entre les années 1896 et 1914. Pendant la seule année 1913, plus de 400 000 (c'est-à-dire plus de 1 000 par jour) s'établirent sur des terres dans l'Ouest. Dans l'espace de seulement 18 ans, l'ambition de Sifton qui était "de coloniser l'Ouest désert en y établissant des fermiers" s'était réalisée.

Le Royaume-Uni et les Etats-Unis fournirent plus des deux tiers des immigrants au Canada à cette époque. Plusieurs milliers sont venus des pays du nord de l'Europe. Mais ce qui frappe le plus est la marée d'immigrants venus des pays d'Europe centrale et de l'est: Ukrainiens, Polonais, Hongrois, Roumains et Russes.

**12.** La déclaration de Sir Clifford Sifton (voir le premier extrait) décrit le type d'immigrant désirable pour le peuplement

12 **A.** du Bouclier canadien.
14 **B.** de la Colombie-Britannique.
8 **C.** des Maritimes.
•66 **D.** des Prairies.

**13.** Le premier extrait montre que Sir Clifford Sifton était

•41 **A.** partial envers les immigrants des souche paysanne pour occuper les terres.
21 **B.** en faveur de l'idée de "fermer les portes" à l'immigration au Canada.
25 **C.** partial envers la main-d'oeuvre qualifiée.
12 **D.** en faveur de l'idée de permettre aux immigrants de s'établir où ils le désirent.

**14.** L'aspect le **plus** attrayant pour les nouveaux immigrants qui voulaient cultiver la terre était

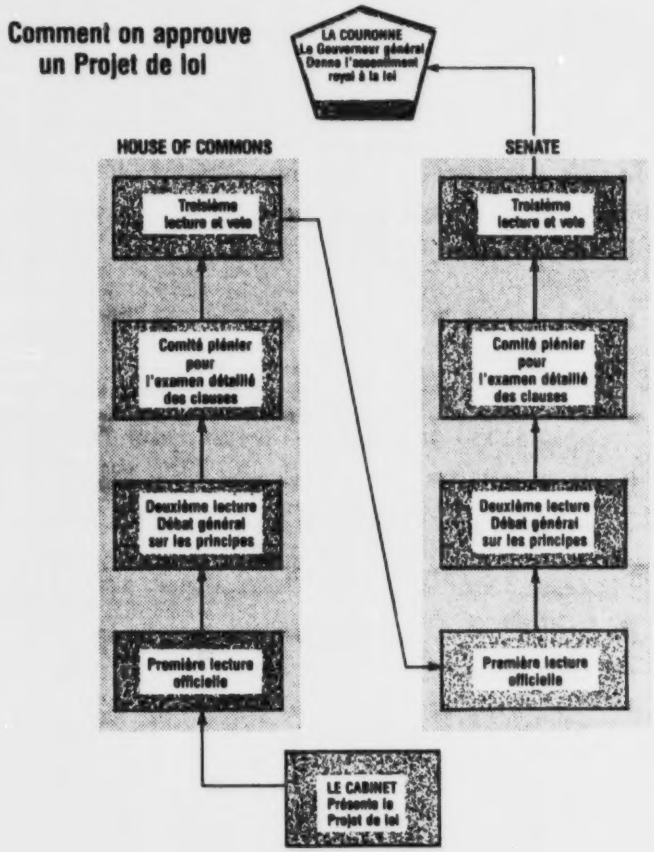
•72 **A.** l'offre de terre gratuite dans les Prairies.
15 **B.** l'occasion de trouver de l'or au Yukon.
6 **C.** l'occasion de voyager par le chemin de fer Canadien Pacifique.
7 **D.** la disponibilité du travail dans les usines pour les ouvriers qualifiés.

**15.** Lequel des énoncés suivants est un **fait** plutôt qu'une opinion?

•75 **A.** Des gens venus des divers pays d'Europe se sont établis dans les Prairies.
9 **B.** Les fermiers sont de meilleurs immigrants que les ouvriers qualifiés.
9 **C.** Les paysans enracinés avec leurs manteaux en peaux de mouton sont les meilleurs fermiers.
6 **D.** Les ouvriers qualifiés ne travaillent jamais plus de huit heures par jour.

## Comment on approuve un projet de loi

**D'après les informations fournies dans le graphique ci-dessous, répondez aux questions numérotées de 15 à 19.**


Comment on approuve
un Projet de loi
LA COURONNE
Le Gouverneur général
Donne l'assentiment royal à la loi
HOUSE OF COMMONS
SENATE
Troisième lecture et vote
Comité plénier pour l'examen détaillé des clauses
Deuxième lecture
Débat général sur les principes
Première lecture officielle
Troisième lecture et vote
Comité plénier pour l'examen détaillé des clauses
Deuxième lecture
Débat général sur les principes
Première lecture officielle
LE CABINET
Présente le Projet de loi

**16.** Combien de lectures d'un projet de loi y a-t-il à la Chambre des Communes avant qu'il passe au Sénat?

4 **A.** Une.
4 **B.** Deux.
*73 **C.** Trois.
18 **D.** Six.

**17.** Qui donne l'approbation finale à une loi au Canada?

13 **A.** La Reine.
8 **B.** Le Premier Ministre.
3 **C.** Le Premier Ministre provincial.
*76 **D.** Le Gouverneur général.

**18.** Quelle est la **première** étape dans la discussion d'un projet de loi?

*80 **A.** Au moment où le Cabinet présente le projet de loi.
1 **B.** Après la sanction royale.
5 **C.** Après la première lecture au Sénat.
12 **D.** À la deuxième lecture à la Chambre des Communes.

**19.** Qui présente la plupart des projets de loi?

6 **A.** Un sénateur.
*87 **B.** Le Cabinet.
5 **C.** Le Gouverneur général.
2 **D.** La Reine.

# La révolution industrielle

**Lisez cette histoire; puis choisissez la MEILLEURE réponse aux questions numérotées de 20 à 23.**

Il y avait une usine qui employait des milliers de personnes. Sa chaîne de fabrication était de la technique moderne de génie. Mais l'usine avait un taux élevé d'accidents. Sa machinerie était dangereuse et ne tenait pas compte de l'erreur humaine, des oublis ou de l'ignorance. Jour après jour, les ouvriers quittaient l'usine avec des doigts écrasés, des coupures et des lésions. Parfois, un ouvrier perdait un bras ou une jambe, ou il était électrocuté ou écrasé à mort.

Les gens lucides voyaient bien qu'il fallait agir. Les églises locales ont été les premières à le faire, en installant, sous la tente, une clinique de premiers soins, à la sortie de l'usine. Grâce à des dons, une vraie clinique a enfin été érigée. Le conseil municipal a réagi en donnant des fonds pour que la clinique devienne un petit hôpital avec de l'équipement moderne, une salle d'opération et un personnel de médecins et d'infirmières à temps complet. On a ainsi sauvé plusieurs vies. L'administration de l'usine voyant tout le bien qu'on faisait et voulant se montrer sensée elle aussi, a appuyé l'hôpital ouvertement, a donné des fonds et a fourni une ambulance pour transporter les cas graves.

Mais d'année en année, comme la production augmentait, le nombre d'accidents augmentait d'autant. Malgré tout ce que l'hôpital faisait, plusieurs personnes mouraient de leurs blessures ou devenaient handicapées pour la vie.

C'est seulement à ce moment-là que les gens se sont demandés si ce n'était pas mieux d'étudier plutôt les machines responsables des blessures que de traiter seulement celles-ci.

**20.** Lequel de ces énoncés illustre le mieux le grave problème auquel faisait face les ouvriers de l'usine?

•86 **A.** La machinerie utilisée était dangereuse.
4 **B.** Ils devaient réunir les fonds nécessaires pour financer l'hôpital.
5 **C.** Ils avaient besoin de plus d'aide médicale de l'hôpital.
4 **D.** Ils étaient sous-payés.

**21.** Le récit nous montre que les propriétaires de l'usine s'inquiétaient surtout

9 **A.** d'aider les ouvriers.
•65 **B.** de maintenir la production.
9 **C.** de payer les frais médicaux.
16 **D.** de construire des équipements moins dangereux.

**22.** Si la machinerie était remaniée pour éliminer les dangers

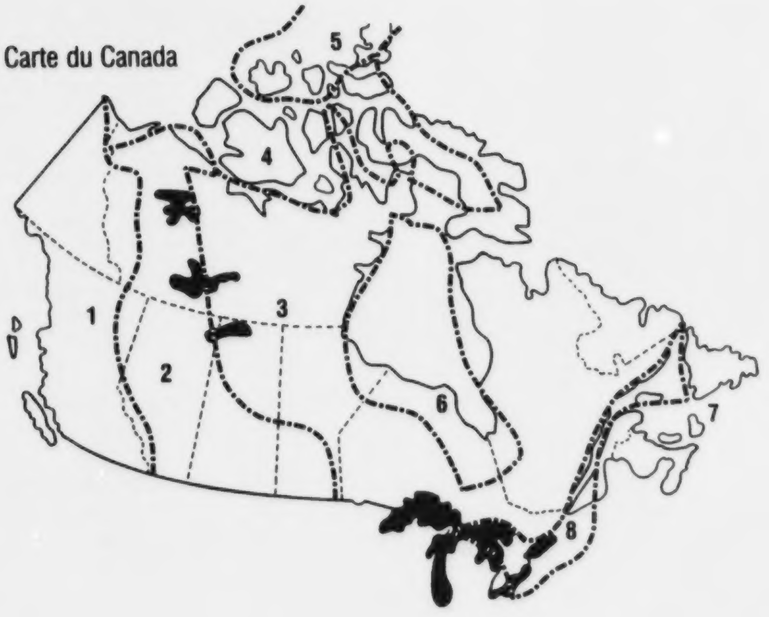
•87 **A.** il y aurait moins d'ouvriers blessés.
6 **B.** les propriétaires de l'usine devraient mettre à pied plus d'employés.
4 **C.** on devrait construire plus d'hôpitaux.
2 **D.** il n'y aurait aucun changement.

**23.** Pendant la Révolution industrielle, des conditions de travail telles que décrites dans le récit étaient courantes. Les ouvriers se sont alliés finalement pour établir

16 **A.** leurs propres usines.
•59 **B.** les syndicats.
21 **C.** les hôpitaux.
3 **D.** les églises.

## Le Canada

**Étudiez la carte; puis choisissez la MEILLEURE réponse aux questions numérotées de 24 à 26.**



Carte du Canada

**24.** Quelle partie de la carte représente le Bouclier canadien?

13 **A.** 1.
11 **B.** 2.
*72 **C.** 3.
3 **D.** 5.

**25.** Dans quelle partie de la carte se trouve la Cordillère?

*62 **A.** 1.
18 **B.** 2.
12 **C.** 3.
7 **D.** 5.

**26.** Quel produit transporte-t-on le plus souvent par la voie maritime du St. Laurent?

5 **A.** Les autos.
*21 **B.** Le blé.
5 **C.** Les produits électroniques.
68 **D.** Les produits de la pêche.

## La rébellion éclate

**Lisez les renseignements qui suivent; puis choisissez la MEILLEURE réponse aux questions numérotées de 27 à 32.**

Le 13 mars 1885, le surintendant Lief Crozier de la Gendarmerie royale canadienne (détachement du Nord-Ouest) envoyait le télégramme suivant de Battleford à Ottawa: "Une rébellion de sang-mêlés [métis] se prépare pour bientôt. Si les sang-mêlés se révoltent, les amérindiens suivront sans doute."

Le 18 mars, la rumeur voulait que 500 policiers s'apprêtaient à arrêter le chef des métis. Les partisans de Riel coupaient la ligne télégraphique de Batoche. Ils s'emparaient des édifices gouvernementaux, pillaient les magasins et prenaient des employés comme otages. À Batoche, Riel proclamait un gouvernement provisoire dont il serait le chef. Puis Riel envoyait le message suivant au surintendant Crozier.

> Le 21 mars 1885
>
> Au Major Crozier, Commandant des forces policières à Carlton et Battleford
>
> ***Major***:
>
> Les conseillers du gouvernement provisoire de la Sasktachewan ont l'honneur de vous communiquer les conditions de capitulation suivantes: vous devrez abandonner le poste que vous a confié le Gouvernement canadien à Carlton et à Battleford, ainsi que toutes les installations gouvernementales.
>
> Si vous acceptez, tous vos hommes et vous-même serez libérés sur votre parole d'honneur de maintenir la paix. À ceux qui choisiront de quitter le pays, on fournira des équipages et des provisions.
>
> Si vous refusez, nous avons l'intention de vous attaquer dès demain, c'est-à-dire, après le Jour du Seigneur; nous commencerons sans délai une guerre d'extermination de tous ceux qui n'ont pas respecté nos droits.
>
> Major, nous vous respectons. Que la cause humanitaire que nous défendons soit une consolation pour les malheurs que la mauvaise administration gouvernementale vous a apportés.
>
> ***Louis Riel***

Crozier n'a pas capitulé. La rébellion avait commencé.

**27.** Le surintendant Crozier était le représentant

5 **A.** du Canadien Pacifique.
13 **B.** de la province du Manitoba.
•47 **C.** du Gouvernement canadien.
33 **D.** des Territoires du Nord-Ouest.

**28.** Le but principal de la Lettre de Riel était

16 **A.** d'annoncer la capitulation des métis.
•45 **B.** de demander la capitulation du Gouvernement canadien.
18 **C.** d'avertir le major Crozier d'une attaque des autochtones.
19 **D.** de persuader le major Crozier de former une alliance.

**29.** Dans sa lettre, Riel accusait le Gouvernement canadien

7 **A.** d'envoyer la police quand ce n'est pas nécessaire.
6 **B.** de déclarer la guerre aux autochtones.
•72 **C.** de ne pas respecter les droits des métis.
13 **D.** de refuser de maintenir la paix.

**30.** La victoire de Riel et de ses partisans aurait probablement signifié

11 **A.** l'arrivée de nombreux colons venus de l'Est pour s'établir sur les terres des métis.
9 **B.** l'annexation du Canada par les Etats-Unis.
•68 **C.** l'établissement d'un gouvernement métis dans l'Ouest.
10 **D.** la domination de l'anglais sur le français dans l'Ouest.

**31.** La réaction du surintendant Crozier à la lettre de Riel a été

•74 **A.** de refuser de capituler.
10 **B.** de capituler devant le gouvernement provisoire de Riel.
3 **C.** de fuir vers les Etats-Unis.
11 **D.** de demander conseil à Ottawa.

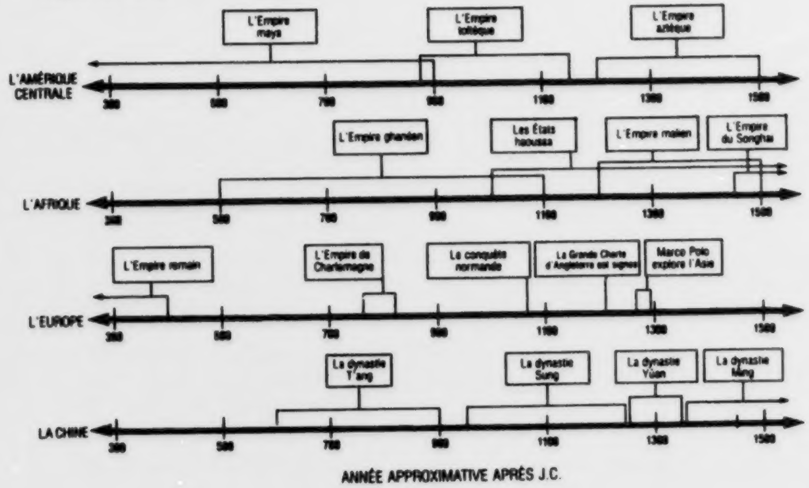
**32.** Quelle partie de ce compte rendu est une première source de renseignements?

•31 **A.** la lettre de Riel.
23 **B.** la description de la rébellion.
14 **C.** le message du gouvernement provisoire.
30 **D.** tout le compte rendu.

## Empires et dynasties

**Étudiez les lignes de temps; puis choisissez la MEILLEURE réponse aux questions numérotées de 33 à 36**

**Lignes de Temps**



**33.** Lequel de ces événements est survenu après que Marco Polo a exploré l'Asie?

3 **A.** L'Empire du Ghana.
3 **B.** L'Empire toltèque.
•84 **C.** La dynastie Ming.
10 **D.** La conquête normande.

**34.** D'après la ligne de temps africaine, en quelle année l'Empire malien a-t-il été établi?

3 **A.** 1100 après J.-C.
7 **B.** 1150 après J.-C.
•70 **C.** 1200 après J.-C.
20 **D.** 1300 après J.-C.

**35.** Guillaume le Conquérant a envahi l'Angleterre en 1066 après J.-C. À quel siècle a eu lieu l'invasion?

8 **A.** Au premier siècle.
17 **B.** Au dixième siècle.
11 **C.** Au neuvième siècle.
•62 **D.** Au onzième siècle.

**36.** Quel Empire a duré le plus longtemps?

11 **A.** L'Empire aztèque.
5 **B.** L'Empire de Charlemagne.
•77 **C.** L'Empire du Ghana.
7 **D.** La dynastie Sung.

## Le chemin de fer Canadien Pacifique

La construction d'un chemin de fer vers l'ouest avait pour but de peupler les Prairies. Le paragraphe qui suit nous montre le genre de publicité qu'on utilisait pour attirer les immigrants dans les Prairies.

**Lisez la publicité qui suit; puis choisissez la MEILLEURE réponse aux questions numérotées de 37 à 40.**

***Venez au Canada!***

Le climat est particulièrement salubre, le taux de mortalité par an est de 1 personne sur 98 comparée à 1 sur 74 aux États-Unis, 1 sur 46 en Angleterre et 1 sur 42 en France. Plus de 5 000 miles de voie ferrée sont déjà opérationnels et on construit 2 000 miles en plus qui fourniront de nombreux emplois pour les AUTOCHTONES, MÉCANICIENS et TERRASSIERS.

À partir de la ville de Québec ou de Halifax, des billets de chemin de fer payés par les fonds publics ou des passages gratuits sont offerts aux immigrants pauvres qui désirent se rendre dans les régions de l'Ontario ou du Québec. Les gouvernements de ces provinces paient ensuite le passage des immigrants qui désirent se rendre dans les régions éloignées de ces provinces.

***Les personnes qui devraient émigrer***

—les personnes qui possèdent un plus ou moins grand capital et qui recherchent des investissements
—les fermiers qui ont les capitaux nécessaires pour acheter et approvisionner en bétail une propriété foncière libre et ayant une somme équivalente au coût d'opération d'une petite ferme en Angleterre
—les travailleurs agricoles, qualifiés ou non, qui sont de plus en plus en demande
—les mécaniciens de toutes sortes …

**37.** Cette publicité a été publiée dans un journal en Grande-Bretagne vers la fin du $19^e$ siècle. Quel est son but **principal**?

10 **A.** De donner des renseignements aux immigrants sur la construction des chemins de fer au Canada.
*79 **B.** De promouvoir l'immigration au Canada.
8 **C.** De trouver des fonds pour la construction des chemins de fer au Canada.
1 **D.** De convaincre les gens malades que le Canada est un pays au climat salubre.

**38.** Pourquoi cette affiche nous présente-t-elle une comparaison de la mortalité dans divers pays?

*65 **A.** Parce qu'on veut faire accroire aux immigrants qu'ils pourront vivre plus longtemps s'ils habitent le Canada.
8 **B.** Parce que le Canada veut des immigrants sains.
12 **C.** Parce que les climats des États-Unis, de l'Angleterre et de la France sont des climats plus rigoureux que celui du Canada.
12 **D.** Parce que le Canada veut des personnes fortes pour travailler aux chemins de fer.

**39.** Lequel des énoncés suivants supporte l'idée que cette publicité n'est pas impartiale ou juste mais une propagande?

10 **A.** Elle encourage seulement les investisseurs riches à venir au Canada.
11 **B.** On possède beaucoup de renseignements sur la façon de financer le voyage.
17 **C.** Elle tente de vendre des billets de chemin de fer sans informer sur les autres moyens de transport.
*60 **D.** Elle présente seulement des renseignements positifs et ne fournit pas assez de détails sur l'immigration.

**40.** Lequel des énoncés suivants est une **opinion** et non un fait?

*67 **A.** Les immigrants étaient beaucoup plus heureux au Canada que dans leurs pays d'origine.
14 **B.** L'aide financière était disponible pour certains immigrants trop pauvres pour acheter leurs propres billets vers l'intérieur.
11 **C.** Les immigrants qui étaient des travailleurs agricoles avaient plus de chances de trouver rapidement des emplois à leur arrivée au Canada.
6 **D.** Les gens qui avaient assez d'argent pouvaient établir leurs propres fermes à leur arrivée au Canada.

# . . . . . . . . APPENDIX E: TEACHER QUESTIONNAIRES WITH RESPONSE DISTRIBUTIONS

## TEACHER QUESTIONNAIRE: GRADE 4
## BACKGROUND INFORMATION

Unless otherwise indicated, please circle the letter or number corresponding to your answer.

1. How many years have you taught Social Studies, as of June 1989?

| Mean | SD | |
|---|---|---|
| 10.8 | 8.1 | _______ years |

2. Approximately how many university/college courses have you successfully completed in each of the following areas? Please use the following equation to convert your answer into courses:

| | | UBC | | SFU | | U.Vic |
|---|---|---|---|---|---|---|
| One course | = | 3 units | = | 6 hours | = | 9 quarter hours |

| | Number of Courses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | % | | % | | % | | % | | % |
| Methods of teaching social studies | 0 | 10 | <1 | 7 | 1 | 54 | 2-3 | 20 | 4+ | 9 |
| History | 0 | 21 | <1 | 4 | 1 | 30 | 2-3 | 22 | 4+ | 22 |
| Geography | 0 | 1 | <1 | 25 | 1 | 3 | 2-3 | 38 | 4+ | 24 |
| Law | 0 | 1 | <1 | 83 | 1 | 5 | 2-3 | 10 | 4+ | 1 |
| Economics | 0 | 65 | <1 | 5 | 1 | 19 | 2-3 | 8 | 4+ | 2 |
| Sociology and anthropology | 0 | 25 | <1 | 6 | 1 | 33 | 2-3 | 25 | 4+ | 11 |
| Political science | 0 | 62 | <1 | 7 | 1 | 15 | 2-3 | 12 | 4+ | 3 |
| Area studies (e.g., Canadian studies, women's studies, etc.) | 0 | 54 | <1 | 7 | 1 | 23 | 2-3 | 11 | 4+ | 5 |

3. How would you rate the adequacy of these courses in preparing you to teach the Social Studies curriculum?

| % | |
|---|---|
| 13 | A. Completely adequate |
| 69 | B. Somewhat adequate |
| 18 | C. Not at all adequate |

4. To which professional associations do you belong? (Circle all that apply.)

| % | |
|---|---|
| 4 | A. B.C. Social Studies Teachers Association |
| 13 | B. B.C. Primary Teachers Association |
| 36 | C. Provincial Intermediate Teachers Association |
| 0 | D. National Council of the Social Studies (U.S.) |

Please add other organizations which produce materials you use for teaching Social Studies:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

SOCIAL STUDIES CURRICULUM

1. How useful is the B.C. Social Studies Curriculum Guide in communicating the goals and objectives of the Social Studies program?

| % | |
|---|---|
| 35 | A. Very useful |
| 65 | B. Somewhat useful |
| 0 | C. Not at all useful |

2. How often do you refer to the B.C. Social Studies Curriculum Guide when preparing for your Social Studies classes?

| % | |
|---|---|
| 4 | A. Never |
| 38 | B. At the beginning of every school year |
| 32 | C. Twice a year |
| 22 | D. Every month |
| 6 | E. Almost every week |

3. According to your own understanding of the B.C. Social Studies Curriculum Guide, how important are each of the following aspects?

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| History . . . . . . . . . . . | 2 | 50 | 1 | 50 | 0 | 0 |
| Global awareness. . . . . . . | 2 | 49 | 1 | 47 | 0 | 4 |
| Law . . . . . . . . . . . . . | 2 | 7 | 1 | 70 | 0 | 23 |
| Sociology and Anthropology. . | 2 | 39 | 1 | 56 | 0 | 5 |
| Canadian studies. . . . . . . | 2 | 88 | 1 | 11 | 0 | 1 |
| Inquiry learning. . . . . . . | 2 | 83 | 1 | 17 | 0 | 1 |
| Citizenship . . . . . . . . . | 2 | 60 | 1 | 38 | 0 | 2 |
| Decision-making . . . . . . . | 2 | 81 | 1 | 18 | 0 | 1 |

(continued)

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| Geography | 2 | 56 | 1 | 43 | 0 | 1 |
| Environmental studies | 2 | 40 | 1 | 52 | 0 | 8 |
| Current events | 2 | 33 | 1 | 56 | 0 | 12 |
| Problem-solving | 2 | 75 | 1 | 25 | 0 | 1 |
| Political science | 2 | 5 | 1 | 70 | 0 | 25 |
| Economics | 2 | 8 | 1 | 70 | 0 | 23 |
| Critical thinking | 2 | 79 | 1 | 19 | 0 | 2 |
| Attitude development | 2 | 78 | 1 | 21 | 0 | 1 |
| Research skills | 2 | 65 | 1 | 34 | 0 | 1 |
| Community participation | 2 | 36 | 1 | 59 | 0 | 6 |
| Report writing | 2 | 40 | 1 | 56 | 0 | 4 |
| Communication | 2 | 71 | 1 | 28 | 0 | 1 |

4. From your own point of view, how important should each of these areas be in an ideal Social Studies curriculum?

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| History | 2 | 57 | 1 | 43 | 0 | 0 |
| Global awareness | 2 | 87 | 1 | 13 | 0 | 0 |
| Law | 2 | 12 | 1 | 79 | 0 | 9 |
| Sociology and Anthropology | 2 | 35 | 1 | 63 | 0 | 3 |
| Canadian studies | 2 | 88 | 1 | 12 | 0 | 0 |
| Inquiry learning | 2 | 87 | 1 | 13 | 0 | 0 |
| Citizenship | 2 | 70 | 1 | 30 | 0 | 0 |
| Decision-making | 2 | 89 | 1 | 11 | 0 | 0 |
| Geography | 2 | 62 | 1 | 38 | 0 | 0 |
| Environmental studies | 2 | 73 | 1 | 25 | 0 | 2 |
| Current events | 2 | 66 | 1 | 33 | 0 | 1 |
| Problem-solving | 2 | 88 | 1 | 12 | 0 | 0 |
| Political science | 2 | 11 | 1 | 80 | 0 | 10 |
| Economics | 2 | 14 | 1 | 77 | 0 | 9 |
| Critical thinking | 2 | 91 | 1 | 9 | 0 | 0 |
| Attitude development | 2 | 91 | 1 | 9 | 0 | 0 |
| Research skills | 2 | 87 | 1 | 14 | 0 | 0 |
| Community participation | 2 | 53 | 1 | 46 | 0 | 1 |
| Report writing | 2 | 53 | 1 | 46 | 0 | 1 |
| Communication | 2 | 83 | 1 | 17 | 0 | 0 |

5. From your knowledge of the B.C. Social Studies Curriculum Guides, how satisfactory is the coordination between the elementary and secondary Social Studies programs?

| % | | |
|---|---|---|
| 80 | A. | I am not familiar enough with the Secondary Curriculum Guide to have an opinion. |
| 11 | B. | The elementary program provides a good foundation for the secondary program. |
| 9 | C. | The elementary program provides a fair foundation for the secondary program. |
| 0 | D. | The two programs appear to be unrelated. |

6. How important do you think Social Studies should be in the education of Grade 4 students?

| % | | |
|---|---|---|
| 23 | A. | More important than at present |
| 77 | B. | About the same as at present |
| 0 | C. | Less important than at present |

7. The B.C. Curriculum Guide states that the Social Studies curriculum is based on a number of premises. How successful do you think this curriculum is in meeting each of the following objectives?

| | To a great extent | % | Somewhat | % | Not at all | % |
|---|---|---|---|---|---|---|
| A broader interpretation of Social Studies . . . . . . | 2 | 44 | 1 | 56 | 0 | 1 |
| A greater specificity in what is to be taught. . . . . | 2 | 36 | 1 | 60 | 0 | 4 |
| A greater emphasis on the study of Canada . . . . . . . | 2 | 81 | 1 | 19 | 0 | 0 |
| A closer match between content and student needs . . | 2 | 36 | 1 | 61 | 0 | 4 |
| A stronger emphasis on teaching students to apply the knowledge they have gained to the real world. . . | 2 | 36 | 1 | 58 | 0 | 6 |

8. Please comment on any concerns you have with the current Social Studies curriculum.

________________________________________

________________________________________

________________________________________

________________________________________

## CLASSROOM STRATEGIES

1. In your teaching, how often do you integrate Social Studies with other curriculum areas?

| % | |
|---|---|
| 11 | A. Always |
| 38 | B. Usually |
| 50 | C. Sometimes |
| 1 | D. Never |

2. How easy do you find it to integrate Social Studies with other curriculum areas?

| % | |
|---|---|
| 29 | A. Very easy |
| 54 | B. Somewhat easy |
| 14 | C. Somewhat difficult |
| 3 | D. Very difficult |

3. What particular problems have you encountered in attempting to integrate Social Studies with other curriculum areas?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

4. Here is a list of activities you might carry out in your Social Studies classes.

Please choose the five activities you carry out **most often**; then rank these five activities according to **how often** you use them in your Social Studies classes. Use 1 to indicate the activity you use most often, 2 for the one you use next most often, and so on. Use 5 to indicate the activity you use least often.

| Mean Rank | |
|---|---|
| 2.6 | Small group discussions |
| 1.8 | Full-class discussions |
| 3.8 | Film or video |
| 3.8 | Debate |
| 3.6 | Worksheets |
| 4.0 | Simulations, role-play or cooperative games |
| 2.7 | Lecture |
| 3.5 | Library research |
| 4.4 | Field studies |
| 3.7 | Providing students with notes |
| 4.5 | Guest speaker |
| 4.3 | Computer programs (other than word processing) |
| 2.4 | Using the textbook |

5. How much do you think students learn from each of these types of activities? (Please rate all of these activities.)

| Mean | SD | | A great deal | % | Some | % | Not much | % |
|---|---|---|---|---|---|---|---|---|
| 1.5 | 0.6 | Small group discussions . . . . . . . | 2 | 54 | 1 | 42 | 0 | 4 |
| 1.6 | 0.5 | Full-class discussions. . . . . . . | 2 | 59 | 1 | 41 | 0 | 0 |
| 1.5 | 0.5 | Film or video . . . . . . . . . . . | 2 | 49 | 1 | 50 | 0 | 1 |
| 1.3 | 0.6 | Debate. . . . . . . . . . . . . . . | 2 | 39 | 1 | 53 | 0 | 8 |
| 1.0 | 0.6 | Worksheets. . . . . . . . . . . . . | 2 | 18 | 1 | 70 | 0 | 13 |
| 1.6 | 0.6 | Simulations, role-play or cooperative games . . . . . . . . . | 2 | 62 | 1 | 34 | 0 | 3 |
| 0.9 | 0.6 | Lecture . . . . . . . . . . . . . . | 2 | 11 | 1 | 65 | 0 | 25 |
| 1.6 | 0.5 | Library research. . . . . . . . . . | 2 | 61 | 1 | 38 | 0 | 1 |
| 1.7 | 0.5 | Field studies . . . . . . . . . . . | 2 | 72 | 1 | 26 | 0 | 2 |
| 0.8 | 0.6 | Providing students with notes . . . | 2 | 7 | 1 | 64 | 0 | 29 |
| 1.6 | 0.5 | Guest speaker . . . . . . . . . . . | 2 | 61 | 1 | 39 | 0 | 1 |
| 1.0 | 0.5 | Computer programs (other than word processing). . . . | 2 | 16 | 1 | 71 | 0 | 13 |
| 1.5 | 0.5 | Using the textbook. . . . . . . . . | 2 | 48 | 1 | 51 | 0 | 1 |

6. How enjoyable do you think students find each of these types of activities?

| Mean | SD | | Very enjoyable | % | Enjoyable | % | Not sure | % | Unenjoyable | % | Very unenjoyable | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.7 | 0.6 | Working in small groups . . . . . . | 1 | 38 | 2 | 57 | 3 | 6 | 4 | 0 | 5 | 0 |
| 3.1 | 0.8 | Doing worksheets. . . . . . . . . . | 1 | 1 | 2 | 22 | 3 | 50 | 4 | 25 | 5 | 3 |
| 1.5 | 0.7 | Taking part in games. drama or role-play. . . . . . . . | 1 | 63 | 2 | 31 | 3 | 6 | 4 | 1 | 5 | 0 |
| 2.1 | 0.7 | Doing a research project using the library . . . . . . . . | 1 | 17 | 2 | 63 | 3 | 18 | 4 | 2 | 5 | 0 |
| 1.2 | 0.4 | Going on a field trip . . . . . . | 1 | 82 | 2 | 17 | 3 | 1 | 4 | 0 | 5 | 0 |
| 2.6 | 0.8 | Using their textbook. . . . . . . | 1 | 1 | 2 | 51 | 3 | 34 | 4 | 13 | 5 | 1 |

7. What importance do you place on each of the following for evaluating students' achievement in Social Studies?

| | Very Important | % | Important | % | Not Important | % |
|---|---|---|---|---|---|---|
| Teacher-made tests. . . . . . . . | 2 | 47 | 1 | 47 | 0 | 6 |
| Standardized tests. . . . . . . . | 2 | 6 | 1 | 39 | 0 | 55 |
| Student-teacher conferences . . | 2 | 48 | 1 | 47 | 0 | 6 |
| Student self-evaluation . . . . | 2 | 27 | 1 | 61 | 0 | 12 |
| Individual research projects. . | 2 | 64 | 1 | 36 | 0 | 0 |
| Group projects. . . . . . . . . | 2 | 48 | 1 | 50 | 0 | 2 |
| Oral presentations. . . . . . . | 2 | 50 | 1 | 48 | 0 | 2 |
| Anecdotal records/ professional judgement. . . . . | 2 | 59 | 1 | 39 | 0 | 2 |
| Peer evaluation . . . . . . . . . | 2 | 9 | 1 | 58 | 0 | 33 |

8. In your Social Studies classes. what do you do to foster the development of critical thinking?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

9. How do you evaluate students' critical thinking in Social Studies?

## CURRICULUM RESOURCES

1. Which textbook series are you currently using in your Grade 4 classroom?

| % | | |
|---|---|---|
| 29 | A. | **Native People and Explorers of Canada** (Prentice-Hall) |
| 58 | B. | **The Explorers: Charting the Canadian Wilderness and The Haida and the Inuit: People of the Seasons** (Douglas and McIntyre) OR<br>**Les Haidas et Inuit and Les Explorateurs** (Douglas and McIntyre) |
| 13 | Both | |

How satisfied are you with the book or books you are using?

| % | |
|---|---|
| 42 | A. 1 Very satisfied |
| 45 | B. 2 Moderately satisfied |
| 7 | C. 3 Neutral |
| 6 | D. 4 Moderately dissatisfied |
| 0 | E. 5 Very dissatisfied |

Mean=1.8 SD=0.8

2. Please rate each of the following aspects of the required texts.

| | Excellent | % | Good | % | Fair | % | Poor | % |
|---|---|---|---|---|---|---|---|---|
| Reading level . . . . . . . | 3 | 23 | 2 | 51 | 1 | 23 | 0 | 3 |
| Visual appeal . . . . . . . | 3 | 36 | 2 | 46 | 1 | 15 | 0 | 3 |
| Interest to students. . . . | 3 | 29 | 2 | 47 | 1 | 23 | 0 | 1 |
| Quality of questions. . . . | 3 | 10 | 2 | 57 | 1 | 29 | 0 | 4 |
| Curriculum match. . . . . . | 3 | 21 | 2 | 65 | 1 | 14 | 0 | 0 |
| Accuracy of information . . | 3 | 37 | 2 | 59 | 1 | 4 | 0 | 0 |
| Pictures, diagrams and charts. . . . . . . . . | 3 | 38 | 2 | 49 | 1 | 12 | 0 | 1 |
| Maps. . . . . . . . . . . . | 3 | 26 | 2 | 56 | 1 | 17 | 0 | 1 |

3. How satisfied are you with the **Teacher's Guide** accompanying your textbook(s)?

| % | |
|---|---|
| 43 | A. 1 Very satisfied |
| 38 | B. 2 Moderately satisfied |
| 12 | C. 3 Neutral |
| 6 | D. 4 Moderately dissatisfied |
| 1 | E. 5 Very dissatisfied |

Mean=1.8 SD=0.9

4. Please rate each of the following aspects of the **Teacher's Guide**.

| | Excellent | % | Good | % | Fair | % | Poor | % |
|---|---|---|---|---|---|---|---|---|
| Clarity . . . . . . . . . . . | 3 | 32 | 2 | 53 | 1 | 15 | 0 | 0 |
| Organization. . . . . . . . . | 3 | 31 | 2 | 48 | 1 | 17 | 0 | 4 |
| Instructional strategies. . . | 3 | 34 | 2 | 47 | 1 | 18 | 0 | 1 |
| Integration with textbook . . | 3 | 35 | 2 | 54 | 1 | 10 | 0 | 1 |
| Match with curriculum . . . . | 3 | 28 | 2 | 63 | 1 | 9 | 0 | 0 |
| Information on resources. . . | 3 | 22 | 2 | 55 | 1 | 22 | 0 | 1 |
| Evaluation strategies . . . . | 3 | 12 | 2 | 49 | 1 | 32 | 0 | 7 |

5. How satisfied are you with the atlas, **Canada: A Book of Maps (Canada: recueil de cartes)** (Clare Publishing)?

| % | |
|---|---|
| 33 | A. Very satisfied |
| 40 | B. Moderately satisfied |
| 24 | C. Neutral |
| 3 | D. Moderately dissatisfied |
| 0 | E. Very dissatisfied |

6. How useful is the Ministry of Education **Social Studies Resource Manual, Grades 4-7** in your teaching?

| % | |
|---|---|
| 25 | A. I don't know; I have not seen it. |
| 14 | B. Very useful |
| 58 | C. Somewhat useful |
| 4 | D. Not at all useful |

7. Do you have any other comments on any aspects of curriculum resources?

## IMPLEMENTATION AND IN-SERVICE

1. Since the new Social Studies curriculum has been introduced, what forms of in-service have you participated in? (Circle all that apply.)

| % | |
|---|---|
| 39 | A. I have not participated in any in-service activities.<br>--> Go to question 2. |
| 8 | B. Workshop(s) provided by the Ministry |
| 55 | C. Workshop(s) provided by the district |
| 4 | D. Videotapes provided by the Ministry |
| 19 | E. School-based in-service |
| 0 | F. The 1987 Social Studies Summer Institute at SFU |

Please rate the effectiveness of each form of in-service in which you participated.

| | Very effective | % | Somewhat effective | % | Somewhat ineffective | % | Very ineffective | % | Did not attend | |
|---|---|---|---|---|---|---|---|---|---|---|
| Workshop(s) provided by the Ministry. . . . . . . . . | 1 | 18 | 2 | 64 | 3 | 18 | 4 | 0 | DNA | (N=140) |
| Workshop(s) provided by the district. . . . . . . . . | 1 | 29 | 2 | 61 | 3 | 7 | 4 | 4 | DNA | (N=76) |
| Videotapes provided by the Ministry. . . . . . . . . | 1 | 17 | 2 | 83 | 3 | 0 | 4 | 0 | DNA | (N=6) |
| School-based in-service. . . . . | 1 | 36 | 2 | 58 | 3 | 7 | 4 | 0 | DNA | (N=31) |
| The 1987 Social Studies Summer Institute at SFU. . . . . | 1 | 1 | 2 | 0 | 3 | 0 | 4 | 0 | DNA | (N=1) |

2. In the 1988-1989 school year, approximately how many hours of in-service have you had in Social Studies?

| Mean | SD | |
|---|---|---|
| 1.2 | 2.5 | _____ hours |

3. In which of the following **teaching strategies** would you like to have in-service? (Circle all that apply.)

| % | | |
|---|---|---|
| 30 | A. | Grouping for instruction |
| 26 | B. | Questioning techniques |
| 46 | C. | Problem-solving |
| 57 | D. | Simulations, role-play and cooperative games |
| 39 | E. | Using the community as a resource |
| 39 | F. | Decision-making |
| 43 | G. | Integrating Social Studies with other curriculum areas |
| 58 | H. | Critical thinking |
| 29 | I. | Use of media |
| 48 | J. | Using computers in social studies |

4. On which of the following **topics** would you like to have in-service? (Circle all that apply.)

| % | | |
|---|---|---|
| 47 | A. | Canadian environment |
| 50 | B. | Social/cultural diversity in Canada |
| 17 | C. | Canadian economy |
| 16 | D. | Political process in Canada |
| 19 | E. | International relations |
| 38 | F. | World environment |
| 31 | G. | Social/cultural diversity in the world |
| 9 | H. | World economy |
| 11 | I. | Political process in general |
| 31 | J. | Current events |
| 31 | K. | Social interaction |
| 11 | L. | Media |
| 9 | M. | Law |
| 33 | N. | Rights and responsibilities |

5. What kind of in-service would you prefer? Please rank these choices, using 1 to indicate the format you would most prefer, and 7 to indicate the format you would least prefer.

| Mean Rank | |
|---|---|
| 2.1 | School-based workshops |
| 1.8 | District workshops |
| 3.1 | Zonal workshops |
| 5.0 | Provincial summer institutes |
| 5.3 | Credit courses on campus |
| 5.3 | Distance education courses |
| 5.3 | Computer networking |

6. Please comment on any difficulties you have experienced in implementing the current Social Studies curriculum.

7. We would be very interested in receiving your comments on the educational value of Social Studies in the curriculum.

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES

1989

GRADE 7

# TEACHER'S QUESTIONNAIRE

· MINISTRY OF EDUCATION ·

Province of
British Columbia

STUDENT ASSESSMENT

## TEACHER QUESTIONNAIRE: GRADE 7
## BACKGROUND INFORMATION

Unless otherwise indicated, please circle the letter or number corresponding to your answer.

1. How many years have you taught Social Studies, as of June 1989?

| Mean | SD | |
|---|---|---|
| 11.4 | 8.7 | _______ years |

2. Approximately how many university/college courses have you successfully completed in each of the following areas? Please use the following equation to convert your answer into courses:

| | | UBC | | SFU | | U.Vic |
|---|---|---|---|---|---|---|
| One course | = | 3 units | = | 6 hours | = | 9 quarter hours |

| | Number of Courses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | % | | % | | % | | % | | % |
| Methods of teaching social studies | 0 | 11 | <1 | 8 | 1 | 40 | 2-3 | 26 | 4+ | 15 |
| History | 0 | 21 | <1 | 1 | 1 | 21 | 2-3 | 32 | 4+ | 25 |
| Geography | 0 | 23 | <1 | 4 | 1 | 33 | 2-3 | 22 | 4+ | 19 |
| Law | 0 | 79 | <1 | 4 | 1 | 11 | 2-3 | 3 | 4+ | 3 |
| Economics | 0 | 64 | <1 | 2 | 1 | 19 | 2-3 | 12 | 4+ | 4 |
| Sociology and anthropology | 0 | 33 | <1 | 2 | 1 | 31 | 2-3 | 25 | 4+ | 10 |
| Political science | 0 | 56 | <1 | 5 | 1 | 21 | 2-3 | 15 | 4+ | 4 |
| Area studies (e.g., Canadian studies, women's studies, etc.) | 0 | 44 | <1 | 5 | 1 | 22 | 2-3 | 21 | 4+ | 8 |

3. How would you rate the adequacy of these courses in preparing you to teach the Social Studies curriculum?

| % | | |
|---|---|---|
| 10 | A. | Completely adequate |
| 74 | B. | Somewhat adequate |
| 17 | C. | Not at all adequate |

4. To which professional associations do you belong? (Circle all that apply.)

| % | | |
|---|---|---|
| 11 | A. | B.C. Social Studies Teachers Association |
| 27 | B. | Provincial Intermediate Teachers Association |
| 0 | C. | National Council of the Social Studies (U.S.) |

Please add other organizations which produce materials you use for teaching Social Studies:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## SOCIAL STUDIES CURRICULUM

1. How useful is the B.C. Social Studies Curriculum Guide in communicating the goals and objectives of the Social Studies program?

%

39 A. Very useful
58 B. Somewhat useful
3 C. Not at all useful

2. How often do you refer to the B.C. Social Studies Curriculum Guide when preparing for your Social Studies classes?

%

2 A. Never
29 B. At the beginning of every school year
37 C. Twice a year
23 D. Every month
8 E. Almost every week

3. According to your own understanding of the B.C. Social Studies Curriculum Guide, how important are each of the following aspects?

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| History . . . . . . . . . . . | 2 | 52 | 1 | 47 | 0 | 1 |
| Global awareness. . . . . . . | 2 | 65 | 1 | 33 | 0 | 2 |
| Law . . . . . . . . . . . . . | 2 | 6 | 1 | 73 | 0 | 21 |
| Sociology and Anthropology. . | 2 | 39 | 1 | 58 | 0 | 3 |
| Canadian studies. . . . . . . | 2 | 49 | 1 | 40 | 0 | 11 |
| Inquiry learning. . . . . . . | 2 | 85 | 1 | 14 | 0 | 1 |
| Citizenship . . . . . . . . . | 2 | 53 | 1 | 43 | 0 | 4 |
| Decision-making . . . . . . . | 2 | 87 | 1 | 13 | 0 | 0 |

(continued)

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| Geography . . . . . . . . . . . | 2 | 51 | 1 | 49 | 0 | 1 |
| Environmental studies . . . . | 2 | 37 | 1 | 57 | 0 | 6 |
| Current events. . . . . . . . | 2 | 33 | 1 | 54 | 0 | 13 |
| Problem-solving . . . . . . . | 2 | 81 | 1 | 19 | 0 | 0 |
| Political science . . . . . . | 2 | 9 | 1 | 69 | 0 | 22 |
| Economics . . . . . . . . . . | 2 | 11 | 1 | 62 | 0 | 27 |
| Critical thinking . . . . . . | 2 | 88 | 1 | 12 | 0 | 0 |
| Attitude development. . . . . | 2 | 75 | 1 | 22 | 0 | 2 |
| Research skills . . . . . . . | 2 | 64 | 1 | 33 | 0 | 3 |
| Community participation . . . | 2 | 23 | 1 | 60 | 0 | 17 |
| Report writing. . . . . . . . | 2 | 44 | 1 | 54 | 0 | 2 |
| Communication . . . . . . . . | 2 | 72 | 1 | 28 | 0 | 0 |

4. From your own point of view, how important should each of these areas be in an ideal Social Studies curriculum?

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| History . . . . . . . . . . . | 2 | 56 | 1 | 45 | 0 | 0 |
| Global awareness. . . . . . . | 2 | 87 | 1 | 13 | 0 | 0 |
| Law . . . . . . . . . . . . . | 2 | 14 | 1 | 76 | 0 | 10 |
| Sociology and Anthropology. . | 2 | 38 | 1 | 61 | 0 | 1 |
| Canadian studies. . . . . . . | 2 | 70 | 1 | 30 | 0 | 1 |
| Inquiry learning. . . . . . . | 2 | 90 | 1 | 10 | 0 | 0 |
| Citizenship . . . . . . . . . | 2 | 74 | 1 | 26 | 0 | 0 |
| Decision-making . . . . . . . | 2 | 93 | 1 | 7 | 0 | 0 |
| Geography . . . . . . . . . . | 2 | 63 | 1 | 37 | 0 | 0 |
| Environmental studies . . . . | 2 | 74 | 1 | 26 | 0 | 0 |
| Current events. . . . . . . . | 2 | 78 | 1 | 22 | 0 | 0 |
| Problem-solving . . . . . . . | 2 | 89 | 1 | 11 | 0 | 0 |
| Political science . . . . . . | 2 | 13 | 1 | 78 | 0 | 9 |
| Economics . . . . . . . . . . | 2 | 15 | 1 | 79 | 0 | 6 |
| Critical thinking . . . . . . | 2 | 97 | 1 | 3 | 0 | 0 |
| Attitude development. . . . . | 2 | 91 | 1 | 9 | 0 | 0 |
| Research skills . . . . . . . | 2 | 84 | 1 | 16 | 0 | 0 |
| Community participation . . . | 2 | 43 | 1 | 55 | 0 | 0 |
| Report writing. . . . . . . . | 2 | 58 | 1 | 41 | 0 | 1 |
| Communication . . . . . . . . | 2 | 87 | 1 | 13 | 0 | 0 |

5. From your knowledge of the B.C. Social Studies Curriculum Guides, how satisfactory is the coordination between the elementary and secondary Social Studies programs?

| % | | |
|---|---|---|
| 58 | A. | I am not familiar enough with the Secondary Curriculum Guide to have an opinion. |
| 17 | B. | The elementary program provides a good foundation for the secondary program. |
| 23 | C. | The elementary program provides a fair foundation for the secondary program. |
| 5 | D. | The two programs appear to be unrelated. |

6. How important do you think Social Studies should be in the education of Grade 7 students?

| % | | |
|---|---|---|
| 31 | A. | More important than at present |
| 69 | B. | About the same as at present |
| 1 | C. | Less important than at present |

7. The B.C. Curriculum Guide states that the Social Studies curriculum is based on a number of premises. How successful do you think this curriculum is in meeting each of the following objectives?

| | To a great extent | % | Somewhat | % | Not at all | % |
|---|---|---|---|---|---|---|
| A broader interpretation of Social Studies . . . . . . | 2 | 42 | 1 | 56 | 0 | 2 |
| A greater specificity in what is to be taught. . . . . | 2 | 31 | 1 | 62 | 0 | 7 |
| A greater emphasis on the study of Canada . . . . . . . | 2 | 22 | 1 | 52 | 0 | 27 |
| A closer match between content and student needs . . | 2 | 24 | 1 | 65 | 0 | 11 |
| A stronger emphasis on teaching students to apply the knowledge they have gained to the real world. . . | 2 | 48 | 1 | 46 | 0 | 6 |

8. Please comment on any concerns you have with the current Social Studies curriculum.

## CLASSROOM STRATEGIES

1. In your teaching, how often do you integrate Social Studies with other curriculum areas?

| % | |
|---|---|
| 11 | A. Always |
| 40 | B. Usually |
| 47 | C. Sometimes |
| 2 | D. Never |

2. How easy do you find it to integrate Social Studies with other curriculum areas?

| % | |
|---|---|
| 32 | A. Very easy |
| 48 | B. Somewhat easy |
| 16 | C. Somewhat difficult |
| 4 | D. Very difficult |

3. What particular problems have you encountered in attempting to integrate Social Studies with other curriculum areas?

4. Here is a list of activities you might carry out in your Social Studies classes.

Please choose the five activities you carry out **most often**; then rank these five activities according to **how often** you use them in your Social Studies classes. Use 1 to indicate the activity you use most often, 2 for the one you use next most often, and so on. Use 5 to indicate the activity you use least often.

Mean
Rank

2.5 Small group discussions
2.0 Full-class discussions
4.0 Film or video
3.6 Debate
3.4 Worksheets
3.5 Simulations, role-play or cooperative games
3.4 Lecture
3.4 Library research
4.7 Field studies
3.5 Providing students with notes
4.7 Guest speaker
____ Computer programs (other than word processing)
2.6 Using the textbook

5. How much do you think students learn from each of these types of activities? (Please rate all of these activities.)

| | A great deal | % | Some | % | Not much | % |
|---|---|---|---|---|---|---|
| Small group discussions | 2 | 55 | 1 | 45 | 0 | 0 |
| Full-class discussions | 2 | 59 | 1 | 41 | 0 | 0 |
| Film or video | 2 | 44 | 1 | 54 | 0 | 2 |
| Debate | 2 | 38 | 1 | 59 | 0 | 2 |
| Worksheets | 2 | 17 | 1 | 71 | 0 | 13 |
| Simulations, role-play or cooperative games | 2 | 45 | 1 | 48 | 0 | 7 |
| Lecture | 2 | 15 | 1 | 76 | 0 | 9 |
| Library research | 2 | 66 | 1 | 33 | 0 | 1 |
| Field studies | 2 | 51 | 1 | 48 | 0 | 2 |
| Providing students with notes | 2 | 7 | 1 | 67 | 0 | 26 |
| Guest speaker | 2 | 40 | 1 | 58 | 0 | 2 |
| Computer programs (other than word processing) | 2 | 21 | 1 | 66 | 0 | 13 |
| Using the textbook | 2 | 38 | 1 | 62 | 0 | 0 |

6. How enjoyable do you think students find each of these types of activities?

| | Very enjoyable | % | Enjoyable | % | Not sure | % | Unenjoyable | % | Very unenjoyable | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Working in small groups . . . . . | 1 | 49 | 2 | 49 | 3 | 3 | 4 | 0 | 5 | 0 |
| Doing worksheets. . . . . . . . . | 1 | 2 | 2 | 30 | 3 | 31 | 4 | 31 | 5 | 6 |
| Taking part in games, drama or role-play. . . . . . . . | 1 | 52 | 2 | 42 | 3 | 5 | 4 | 2 | 5 | 0 |
| Doing a research project using the library . . . . . . . . | 1 | 21 | 2 | 61 | 3 | 13 | 4 | 6 | 5 | 0 |
| Going on a field trip . . . . . . | 1 | 73 | 2 | 26 | 3 | 2 | 4 | 0 | 5 | 0 |
| Using their textbook. . . . . . . | 1 | 0 | 2 | 28 | 3 | 41 | 4 | 30 | 5 | 1 |

7. What importance do you place on each of the following for evaluating students' achievement in Social Studies?

| | Very Important | % | Important | % | Not Important | % |
|---|---|---|---|---|---|---|
| Teacher-made tests. . . . . . . | 2 | 66 | 1 | 31 | 0 | 2 |
| Standardized tests. . . . . . . | 2 | 6 | 1 | 46 | 0 | 48 |
| Student-teacher conferences . . | 2 | 39 | 1 | 49 | 0 | 12 |
| Student self-evaluation . . . . | 2 | 26 | 1 | 58 | 0 | 16 |
| Individual research projects. . | 2 | 71 | 1 | 29 | 0 | 0 |
| Group projects. . . . . . . . . | 2 | 52 | 1 | 43 | 0 | 5 |
| Oral presentations. . . . . . . | 2 | 51 | 1 | 49 | 0 | 1 |
| Anecdotal records/ professional judgement. . . . . | 2 | 50 | 1 | 50 | 0 | 0 |
| Peer evaluation . . . . . . . . | 2 | 12 | 1 | 62 | 0 | 27 |

8. In your Social Studies classes, what do you do to foster the development of critical thinking?

9. How do you evaluate students' critical thinking in Social Studies?

## CURRICULUM RESOURCES

1. How satisfied are you with the required textbook, Other Places, Other Times (Visages du Temps Passés)?

| % | |
|---|---|
| 27 | A. Very satisfied |
| 54 | B. Moderately satisfied |
| 12 | C. Neutral |
| 6 | D. Moderately dissatisfied |
| 1 | E. Very dissatisfied |

2. Please rate each of the following aspects of the required texts.

| | Excellent | % | Good | % | Fair | % | Poor | % |
|---|---|---|---|---|---|---|---|---|
| Reading level . . . . . . . . | 3 | 18 | 2 | 63 | 1 | 18 | 0 | 3 |
| Visual appeal . . . . . . . . | 3 | 27 | 2 | 56 | 1 | 16 | 0 | 1 |
| Interest to students. . . . | 3 | 9 | 2 | 50 | 1 | 38 | 0 | 3 |
| Quality of questions. . . . | 3 | 12 | 2 | 60 | 1 | 25 | 0 | 3 |
| Curriculum match. . . . . . | 3 | 18 | 2 | 64 | 1 | 17 | 0 | 1 |
| Accuracy of information . . | 3 | 26 | 2 | 63 | 1 | 10 | 0 | 1 |
| Pictures, diagrams and charts. . . . . . . . . | 3 | 25 | 2 | 57 | 1 | 18 | 0 | 1 |
| Maps. . . . . . . . . . . . | 3 | 16 | 2 | 52 | 1 | 28 | 0 | 4 |

3. How satisfied are you with the Teacher's Edition which accompanies this textbook?

| % | |
|---|---|
| 34 | A. Very satisfied |
| 48 | B. Moderately satisfied |
| 11 | C. Neutral |
| 3 | D. Moderately dissatisfied |
| 4 | E. Very dissatisfied |

4. Please rate each of the following aspects of the **Teacher's Edition**.

| | Excellent | % | Good | % | Fair | % | Poor | % |
|---|---|---|---|---|---|---|---|---|
| Clarity . . . . . . . . . . . | 3 | 20 | 2 | 65 | 1 | 15 | 0 | 1 |
| Organization. . . . . . . . . | 3 | 30 | 2 | 55 | 1 | 15 | 0 | 1 |
| Instructional strategies. . . | 3 | 23 | 2 | 45 | 1 | 27 | 0 | 5 |
| Integration with textbook . . | 3 | 35 | 2 | 50 | 1 | 13 | 0 | 3 |
| Match with curriculum . . . . | 3 | 23 | 2 | 63 | 1 | 13 | 0 | 1 |
| Information on resources. . . | 3 | 12 | 2 | 50 | 1 | 34 | 0 | 4 |
| Evaluation strategies . . . . | 3 | 9 | 2 | 39 | 1 | 43 | 0 | 8 |

5. How useful is the Ministry of Education **Social Studies Resource Manual, Grades 4-7** in your teaching?

| % | |
|---|---|
| 18 | A. I don't know; I have not seen it. |
| 12 | B. Very useful |
| 62 | C. Somewhat useful |
| 8 | D. Not at all useful |

6. Do you have any other comments on any aspects of curriculum resources?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## IMPLEMENTATION AND IN-SERVICE

1. Since the new Social Studies curriculum has been introduced, what forms of in-service have you participated in? (Circle all that apply.)

| % | |
|---|---|
| 56 | A. I have not participated in any in-service activities. --> Go to question 2. |
| 7 | B. Workshop(s) provided by the Ministry |
| 43 | C. Workshop(s) provided by the district |
| 13 | D. Videotapes provided by the Ministry |
| 26 | E. School-based in-service |
| 3 | F. The 1987 Social Studies Summer Institute at SFU |

Please rate the effectiveness of each form of in-service in which you participated.

| | Very effective | % | Somewhat effective | % | Somewhat ineffective | % | Very ineffective | % | Did not attend | |
|---|---|---|---|---|---|---|---|---|---|---|
| Workshop(s) provided by the Ministry. . . . . . . . . | 1 | 0 | 2 | 67 | 3 | 11 | 4 | 22 | DNA | (N=9) |
| Workshop(s) provided by the district. . . . . . . . . | 1 | 14 | 2 | 70 | 3 | 13 | 4 | 4 | DNA | (N=56) |
| Videotapes provided by the Ministry. . . . . . . . . | 1 | 12 | 2 | 65 | 3 | 24 | 4 | 0 | DNA | (N=17) |
| School-based in-service. . . . . | 1 | 24 | 2 | 64 | 3 | 8 | 4 | 4 | DNA | (N=25) |
| The 1987 Social Studies Summer Institute at SFU. . . . . | 1 | 80 | 2 | 0 | 3 | 0 | 4 | 20 | DNA | (N=5) |

2. In the 1988-1989 school year, approximately how many hours of in-service have you had in Social Studies?

| Mean | SD | |
|---|---|---|
| 2.2 | 8.8 | _____ hours |

3. In which of the following teaching strategies would you like to have in-service? (Circle all that apply.)

| % | |
|---|---|
| 21 | A. Grouping for instruction |
| 26 | B. Questioning techniques |
| 49 | C. Problem-solving |
| 61 | D. Simulations, role-play and cooperative games |
| 31 | E. Using the community as a resource |
| 46 | F. Decision-making |
| 45 | G. Integrating Social Studies with other curriculum areas |
| 60 | H. Critical thinking |
| 28 | I. Use of media |
| 51 | J. Using computers in social studies |

4. On which of the following topics would you like to have in-service? (Circle all that apply.)

| % | |
|---|---|
| 39 | A. Canadian environment |
| 32 | B. Social/cultural diversity in Canada |
| 18 | C. Canadian economy |
| 23 | D. Political process in Canada |
| 34 | E. International relations |
| 47 | F. World environment |
| 41 | G. Social/cultural diversity in the world |
| 26 | H. World economy |
| 15 | I. Political process in general |
| 37 | J. Current events |
| 29 | K. Social interaction |
| 15 | L. Media |
| 18 | M. Law |
| 27 | N. Rights and responsibilities |

5. What kind of in-service would you prefer? Please rank these choices, using 1 to indicate the format you would most prefer, and 7 to indicate the format you would least prefer.

| Mean Rank | |
|---|---|
| 2.0 | School-based workshops |
| 1.9 | District workshops |
| 3.4 | Zonal workshops |
| 4.8 | Provincial summer institutes |
| 5.1 | Credit courses on campus |
| 5.2 | Distance education courses |
| 5.3 | Computer networking |

6. Please comment on any difficulties you have experienced in implementing the current Social Studies curriculum.

________________________________________

________________________________________

________________________________________

________________________________________

7. We would be very interested in receiving your comments on the educational value of Social Studies in the curriculum.

________________________________________

________________________________________

________________________________________

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________________________________________

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________________________________________

# BRITISH COLUMBIA ASSESSMENT OF SOCIAL STUDIES

1989

GRADE 10

# TEACHER'S QUESTIONNAIRE

· MINISTRY OF EDUCATION ·

Province of
British Columbia

STUDENT ASSESSMENT

## TEACHER QUESTIONNAIRE: GRADE 10
## BACKGROUND INFORMATION

**Unless otherwise indicated, please circle the letter or number corresponding to your answer.**

1. How many years have you taught **Social Studies**, as of June 1989?

| Mean | SD | |
|---|---|---|
| 12.2 | 7.8 | _______ years |

2. Please circle all the social studies courses you are teaching now, other than Social Studies 10.

| % | | |
|---|---|---|
| 42 | A. | Social Studies 8 |
| 48 | B. | Social Studies 9 |
| 34 | C. | Social Studies 11 |
| 13 | D. | History 12 |
| 12 | E. | Geography 12 |
| 9 | F. | Law 12 |
| 0 | G. | Economics 11/12 |
| 5 | H. | Western Civilization 12 |
| 8 | I. | A locally-developed Social Studies course |

3. Which one of the following best describes your current teaching assignment?

| % | | |
|---|---|---|
| 41 | A. | I teach only Social Studies. |
| 24 | B. | I teach Social Studies 50 % or more of the time. |
| 21 | C. | I teach Social Studies between 25% and 50% of the time. |
| 14 | D. | I teach Social Studies less than 25% of the time. |

4. Approximately how many university/college courses have you successfully completed in each of the following areas? Please use the following equation to convert your answer into **courses**:

| | | UBC | | SFU | | U.Vic |
|---|---|---|---|---|---|---|
| One course | = | 3 units | = | 6 hours | = | 9 quarter hours |

| | Number of Courses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | % | | % | | % | | % | | % |
| Methods of teaching social studies | 0 | 8 | <1 | 1 | 1 | 38 | 2-3 | 37 | 4+ | 16 |
| History | 0 | 5 | <1 | 1 | 1 | 11 | 2-3 | 21 | 4+ | 61 |
| Geography | 0 | 10 | <1 | 2 | 1 | 18 | 2-3 | 25 | 4+ | 46 |
| Law | 0 | 61 | <1 | 8 | 1 | 17 | 2-3 | 10 | 4+ | 4 |
| Economics | 0 | 34 | <1 | 4 | 1 | 27 | 2-3 | 21 | 4+ | 14 |
| Sociology and anthropology | 0 | 22 | <1 | 6 | 1 | 27 | 2-3 | 32 | 4+ | 15 |
| Political science | 0 | 26 | <1 | 6 | 1 | 24 | 2-3 | 26 | 4+ | 17 |
| Area studies (e.g., Canadian studies, women's studies, etc.) | 0 | 34 | <1 | 5 | 1 | 18 | 2-3 | 26 | 4+ | 17 |

5. How would you rate the adequacy of these courses in preparing you to teach the Social Studies curriculum?

%

21 A. Completely adequate
68 B. Somewhat adequate
11 C. Not at all adequate

6. To which professional associations do you belong? (Circle all that apply.)

%

37 A. B.C Social Studies Teachers Association
0 B. Provincial Intermediate Teachers Association
1 C. National Council of the Social Studies (U.S.)

Please add other organizations which produce materials you use for teaching Social Studies:

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

## SOCIAL STUDIES CURRICULUM

1. How useful is the B.C. Social Studies Curriculum Guide in communicating the goals and objectives of the Social Studies program?

%

39 A. Very useful
59 B. Somewhat useful
3 C. Not at all useful

2. How often do you refer to the B.C. Social Studies Curriculum Guide when preparing for your Social Studies classes?

%

2 A. Never
29 B. At the beginning of every school year
34 C. Twice a year
28 D. Every month
8 E. Almost every week

3. According to your own understanding of the B.C. Social Studies Curriculum Guide, how important are each of the following aspects?

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| History | 2 | 86 | 1 | 14 | 0 | 0 |
| Global awareness | 2 | 59 | 1 | 39 | 0 | 2 |
| Law | 2 | 15 | 1 | 62 | 0 | 23 |
| Sociology and Anthropology | 2 | 12 | 1 | 64 | 0 | 24 |
| Canadian studies | 2 | 84 | 1 | 15 | 0 | 1 |
| Inquiry learning | 2 | 55 | 1 | 42 | 0 | 3 |
| Citizenship | 2 | 41 | 1 | 49 | 0 | 10 |
| Decision-making | 2 | 63 | 1 | 33 | 0 | 5 |
| Geography | 2 | 52 | 1 | 44 | 0 | 5 |
| Environmental studies | 2 | 28 | 1 | 60 | 0 | 12 |
| Current events | 2 | 41 | 1 | 52 | 0 | 7 |
| Problem-solving | 2 | 58 | 1 | 38 | 0 | 4 |
| Political science | 2 | 18 | 1 | 64 | 0 | 18 |
| Economics | 2 | 24 | 1 | 65 | 0 | 11 |
| Critical thinking | 2 | 60 | 1 | 38 | 0 | 3 |
| Attitude development | 2 | 42 | 1 | 49 | 0 | 10 |
| Research skills | 2 | 48 | 1 | 49 | 0 | 3 |
| Community participation | 2 | 17 | 1 | 55 | 0 | 27 |
| Report writing | 2 | 23 | 1 | 71 | 0 | 6 |
| Communication | 2 | 44 | 1 | 51 | 0 | 5 |

4. From your own point of view, how important should each of these areas be in an ideal Social Studies curriculum?

| | Very Important | % | Moderately Important | % | Not at all Important | % |
|---|---|---|---|---|---|---|
| History | 2 | 77 | 1 | 23 | 0 | 0 |
| Global awareness | 2 | 89 | 1 | 11 | 0 | 0 |
| Law | 2 | 25 | 1 | 69 | 0 | 7 |
| Sociology and Anthropology | 2 | 23 | 1 | 67 | 0 | 10 |
| Canadian studies | 2 | 83 | 1 | 17 | 0 | 0 |
| Inquiry learning | 2 | 76 | 1 | 23 | 0 | 1 |
| Citizenship | 2 | 59 | 1 | 39 | 0 | 2 |
| Decision-making | 2 | 83 | 1 | 16 | 0 | 1 |
| Geography | 2 | 73 | 1 | 27 | 0 | 0 |
| Environmental studies | 2 | 71 | 1 | 28 | 0 | 1 |
| Current events | 2 | 81 | 1 | 19 | 0 | 0 |
| Problem-solving | 2 | 79 | 1 | 20 | 0 | 0 |
| Political science | 2 | 32 | 1 | 65 | 0 | 3 |
| Economics | 2 | 35 | 1 | 61 | 0 | 4 |
| Critical thinking | 2 | 88 | 1 | 12 | 0 | 1 |
| Attitude development | 2 | 66 | 1 | 33 | 0 | 2 |
| Research skills | 2 | 74 | 1 | 26 | 0 | 0 |
| Community participation | 2 | 33 | 1 | 63 | 0 | 4 |
| Report writing | 2 | 46 | 1 | 53 | 0 | 1 |
| Communication | 2 | 70 | 1 | 29 | 0 | 1 |

5. From your knowledge of the B.C. Social Studies Curriculum Guides, how satisfactory is the coordination between the elementary and secondary Social Studies programs?

%

52 A. I am not familiar enough with the Elementary Curriculum Guide to have an opinion.

18 B. The elementary program provides a good foundation for the secondary program.

29 C. The elementary program provides a fair foundation for the secondary program.

2 D. The two programs appear to be unrelated.

6. How important do you think Social Studies should be in the education of Grade 10 students?

%

33 A. More important than at present

67 B. About the same as at present

0 C. Less important than at present

7. The B.C. Curriculum Guide states that the Social Studies curriculum is based on a number of premises. How successful do you think this curriculum is in meeting each of the following objectives?

| | To a great extent | % | Somewhat | % | Not at all | % |
|---|---|---|---|---|---|---|
| A broader interpretation of Social Studies . . . . . . | 2 | 26 | 1 | 66 | 0 | 8 |
| A greater specificity in what is to be taught. . . . . | 2 | 33 | 1 | 58 | 0 | 9 |
| A greater emphasis on the study of Canada . . . . . . . | 2 | 80 | 1 | 17 | 0 | 3 |
| A closer match between content and student needs . . | 2 | 16 | 1 | 70 | 0 | 14 |
| A stronger emphasis on teaching students to apply the knowledge they have gained to the real world. . . | 2 | 27 | 1 | 58 | 0 | 15 |

8. Please comment on any concerns you have with the current Social Studies curriculum.

## CLASSROOM STRATEGIES

1. In your teaching, how often do you integrate Social Studies with other curriculum areas?

| % | |
|---|---|
| 8 | A. Always |
| 28 | B. Usually |
| 59 | C. Sometimes |
| 5 | D. Never |

2. How easy do you find it to integrate Social Studies with other curriculum areas?

| % | |
|---|---|
| 23 | A. Very easy |
| 41 | B. Somewhat easy |
| 28 | C. Somewhat difficult |
| 8 | D. Very difficult |

3. What particular problems have you encountered in attempting to integrate Social Studies with other curriculum areas?

4. Here is a list of activities you might carry out in your Social Studies classes.

Please choose the five activities you carry out **most often**; then rank these five activities according to **how often** you use them in your Social Studies classes. Use 1 to indicate the activity you use most often, 2 for the one you use next most often, and so on. Use 5 to indicate the activity you use least often.

Mean
Rank

2.9 Small group discussions
2.5 Full-class discussions
4.0 Film or video
4.3 Debate
2.7 Worksheets
3.9 Simulations, role-play or cooperative games
2.6 Lecture
4.1 Library research
4.0 Field studies
3.1 Providing students with notes
4.4 Guest speaker
4.7 Computer programs (other than word processing)
2.0 Using the textbook

5. How much do you think students learn from each of these types of activities? (Please rate all of these activities.)

| Mean | SD | | A great deal | % | Some | % | Not much | % |
|---|---|---|---|---|---|---|---|---|
| 1.4 | 0.6 | Small group discussions . . . . . . | 2 | 43 | 1 | 50 | 0 | 8 |
| 1.5 | 0.5 | Full-class discussions. . . . . . . | 2 | 52 | 1 | 47 | 0 | 0 |
| 1.4 | 0.5 | Film or video . . . . . . . . . . | 2 | 37 | 1 | 61 | 0 | 2 |
| 1.3 | 0.6 | Debate. . . . . . . . . . . . . . | 2 | 39 | 1 | 54 | 0 | 7 |
| 1.2 | 0.5 | Worksheets. . . . . . . . . . . . | 2 | 29 | 1 | 66 | 0 | 5 |
| 1.3 | 0.6 | Simulations, role-play or cooperative games . . . . . . . . | 2 | 41 | 1 | 50 | 0 | 10 |
| 1.1 | 0.6 | Lecture . . . . . . . . . . . . . | 2 | 22 | 1 | 64 | 0 | 14 |
| 1.5 | 0.5 | Library research. . . . . . . . . | 2 | 48 | 1 | 50 | 0 | 2 |
| 1.4 | 0.6 | Field studies . . . . . . . . . . | 2 | 49 | 1 | 48 | 0 | 4 |
| 1.0 | 0.6 | Providing students with notes . . . | 2 | 21 | 1 | 59 | 0 | 21 |
| 1.3 | 0.5 | Guest speaker . . . . . . . . . . | 2 | 34 | 1 | 62 | 0 | 4 |
| 1.0 | 0.6 | Computer programs (other than word processing). . . . | 2 | 20 | 1 | 64 | 0 | 16 |
| 1.5 | 0.5 | Using the textbook. . . . . . . . . | 2 | 52 | 1 | 47 | 0 | 2 |

6. How enjoyable do you think students find each of these types of activities?

| Mean | SD | | Very enjoyable | Enjoyable | Not sure | Unenjoyable | Very unenjoyable |
|---|---|---|---|---|---|---|---|
| 1.8 | 0.6 | Working in small groups . . . . . | 1 | 2 | 3 | 4 | 5 |
| 3.1 | 0.9 | Doing worksheets. . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 2.0 | 0.9 | Taking part in games, drama or role-play. . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 2.4 | 0.6 | Doing a research project using the library . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 1.5 | 0.9 | Going on a field trip . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 3.1 | 1.0 | Using their textbook. . . . . . . | 1 | 2 | 3 | 4 | 5 |

7. What importance do you place on each of the following for evaluating students' achievement in Social Studies?

| | Very Important | % | Important | % | Not Important | % |
|---|---|---|---|---|---|---|
| Teacher-made tests. . . . . . . . | 2 | 79 | 1 | 21 | 0 | 1 |
| Standardized tests. . . . . . . . | 2 | 8 | 1 | 51 | 0 | 41 |
| Student-teacher conferences . . | 2 | 24 | 1 | 51 | 0 | 24 |
| Student self-evaluation . . . . | 2 | 13 | 1 | 48 | 0 | 39 |
| Individual research projects. . | 2 | 57 | 1 | 41 | 0 | 2 |
| Group projects. . . . . . . . . . | 2 | 26 | 1 | 60 | 0 | 14 |
| Oral presentations. . . . . . . . | 2 | 27 | 1 | 63 | 0 | 11 |
| Anecdotal records/ professional judgement. . . . . | 2 | 40 | 1 | 49 | 0 | 11 |
| Peer evaluation . . . . . . . . . | 2 | 6 | 1 | 46 | 0 | 48 |

8. In your Social Studies classes, what do you do to foster the development of critical thinking?

9. How do you evaluate students' critical thinking in Social Studies?

## CURRICULUM RESOURCES

1. How satisfied are you with the required textbook, **Our Land: Building the West** (L'Ouest et son histoire)?

| Mean | SD | |
|---|---|---|
| | | A. 1 Very satisfied |
| 2.2 | 1.0 | B. 2 Moderately satisfied |
| | | C. 3 Neutral |
| | | D. 4 Moderately dissatisfied |
| | | E. 5 Very dissatisfied |

2. Please rate each of the following aspects of the required texts.

| | Excellent | % | Good | % | Fair | % | Poor | % |
|---|---|---|---|---|---|---|---|---|
| Reading level . . . . . . . . | 3 | 12 | 2 | 60 | 1 | 21 | 0 | 8 |
| Visual appeal . . . . . . . . | 3 | 28 | 2 | 55 | 1 | 15 | 0 | 3 |
| Interest to students. . . . | 3 | 5 | 2 | 45 | 1 | 45 | 0 | 5 |
| Quality of questions. . . . | 3 | 9 | 2 | 51 | 1 | 29 | 0 | 12 |
| Curriculum match. . . . . . | 3 | 25 | 2 | 63 | 1 | 11 | 0 | 1 |
| Accuracy of information . . | 3 | 24 | 2 | 67 | 1 | 9 | 0 | 1 |
| Pictures, diagrams and charts. . . . . . . . . | 3 | 27 | 2 | 54 | 1 | 17 | 0 | 2 |
| Maps. . . . . . . . . . . . | 3 | 21 | 2 | 49 | 1 | 24 | 0 | 6 |

3. How satisfied are you with the **Teacher Resource Book** for this text?

| Mean | SD |
|---|---|
| 2.6 | 1.2 |

A. 1 Very satisfied
B. 2 Moderately satisfied
C. 3 Neutral
D. 4 Moderately dissatisfied
E. 5 Very dissatisfied

4. Please rate each of the following aspects of the **Teacher Resource Book** which accompanies this textbook.

| | Excellent | % | Good | % | Fair | % | Poor | % |
|---|---|---|---|---|---|---|---|---|
| Clarity . . . . . . . . . . . | 3 | 15 | 2 | 57 | 1 | 26 | 0 | 1 |
| Organization. . . . . . . . . | 3 | 19 | 2 | 54 | 1 | 24 | 0 | 3 |
| Instructional strategies. . . | 3 | 7 | 2 | 48 | 1 | 33 | 0 | 13 |
| Integration with textbook . . | 3 | 23 | 2 | 56 | 1 | 19 | 0 | 2 |
| Match with curriculum . . . . | 3 | 20 | 2 | 63 | 1 | 17 | 0 | 1 |
| Information on resources. . . | 3 | 7 | 2 | 45 | 1 | 38 | 0 | 10 |
| Evaluation strategies . . . . | 3 | 3 | 2 | 32 | 1 | 47 | 0 | 18 |

5. Please rank the following atlases in terms of their usefulness to you. Do not rank atlases which you do not use. Use 1 to indicate the atlas you find most useful.

| Mean | |
|---|---|
| 2.2 | **Thinking About Our Heritage, A Hosford Study Atlas**, and its accompanying **Teacher's Guide** |
| 1.4 | **The Canadian Oxford School Atlas (5th Edition)**, and **Geographic Understandings** |
| 1.8 | **Canada and the World: An Atlas Resource**, and its **Teacher's Guide** |
| 2.5 | **Atlas géographie historique du Canada** |
| 2.8 | **Atlas Larousse Canadien** |

6. For French Immersion and Programme-Cadre Teachers.
Other teachers please go to Question 7.

Please rank the following texts in terms of their usefulness to you. Do not rank texts which you do not use. Use 1 to indicate the text you find most useful.

| | |
|---|---|
| 1.8 | **L'Amerique du nord** |
| 1.2 | **Retrospective Canada** |

7. Do you have any other comments on any aspects of curriculum resources?

## IMPLEMENTATION AND IN-SERVICE

1. Since the new Social Studies curriculum has been introduced, what forms of in-service have you participated in? (Circle all that apply.)

| % | | |
|---|---|---|
| 29 | A. | I have not participated in any in-service activities. --> Go to question 2. |
| 32 | B. | Workshop(s) provided by the Ministry |
| 50 | C. | Workshop(s) provided by the district |
| 9 | D. | Videotapes provided by the Ministry |
| 32 | E. | School-based in-service |
| 4 | F. | The 1987 Social Studies Summer Institute at SFU |

Please rate the effectiveness of each form of in-service in which you participated.

| | Very effective | % | Somewhat effective | % | Somewhat ineffective | % | Very ineffective | % | Did not attend | |
|---|---|---|---|---|---|---|---|---|---|---|
| Workshop(s) provided by the Ministry. . . . . . . . . | 1 | 14 | 2 | 59 | 3 | 17 | 4 | 10 | DNA | (N=91) |
| Workshop(s) provided by the district. . . . . . . . . | 1 | 32 | 2 | 56 | 3 | 11 | 4 | 2 | DNA | (N=136) |
| Videotapes provided by the Ministry. . . . . . . . . | 1 | 11 | 2 | 55 | 3 | 21 | 4 | 13 | DNA | (N=38) |
| School-based in-service. . . . . | 1 | 30 | 2 | 60 | 3 | 10 | 4 | 1 | DNA | (N=94) |
| The 1987 Social Studies Summer Institute at SFU. . . . . | 1 | 63 | 2 | 13 | 3 | 0 | 4 | 25 | DNA | (N=16) |

2. In the 1988-1989 school year, approximately how many **hours** of in-service have you had in Social Studies?

| Mean | SD | |
|---|---|---|
| 5.2 | 7.11 | ______ hours |

3. In which of the following **teaching strategies** would you like to have in-service? (Circle all that apply.)

| % | | |
|---|---|---|
| 26 | A. | Grouping for instruction |
| 23 | B. | Questioning techniques |
| 51 | C. | Problem-solving |
| 45 | D. | Simulations, role-play and cooperative games |
| 34 | E. | Using the community as a resource |
| 44 | F. | Decision-making |
| 35 | G. | Integrating Social Studies with other curriculum areas |
| 62 | H. | Critical thinking |
| 32 | I. | Use of media |
| 63 | J. | Using computers in social studies |

4. On which of the following **topics** would you like to have in-service? (Circle all that apply.)

| % | | |
|---|---|---|
| 45 | A. | Canadian environment |
| 33 | B. | Social/cultural diversity in Canada |
| 47 | C. | Canadian economy |
| 22 | D. | Political process in Canada |
| 38 | E. | International relations |
| 45 | F. | World environment |
| 78 | G. | Social/cultural diversity in the world |
| 39 | H. | World economy |
| 13 | I. | Political process in general |
| 41 | J. | Current events |
| 14 | K. | Social interaction |
| 16 | L. | Media |
| 23 | M. | Law |
| 26 | N. | Rights and responsibilities |

5. What kind of in-service would you prefer? Please rank these choices, using 1 to indicate the format you would most prefer, and 7 to indicate the format you would least prefer.

| Mean Rank | |
|---|---|
| 2.3 | School-based workshops |
| 1.8 | District workshops |
| 3.1 | Zonal workshops |
| 4.8 | Provincial summer institutes |
| 5.1 | Credit courses on campus |
| 4.9 | Distance education courses |
| 5.1 | Computer networking |

6. Please comment on any difficulties you have experienced in implementing the current Social Studies curriculum.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

7. We would be very interested in receiving your comments on the educational value of Social Studies in the curriculum.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

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________________________________________________________

# APPENDIX F: A POSITION PAPER ON CRITICAL THINKING

This position paper outlines the definition of "critical thinking" as operationalized for the 1989 British Columbia Social Studies Assessment.

The preface to each of the four major goals in the British Columbia social studies curriculum guide reads "through the exercise of critical thinking and problem-solving...", students will attain the goals. The location of this reference attests to the importance which the writers of the guide placed on critical thinking as an organizer for the curriculum. Unfortunately, the curriculum guide does not provide guidance as to the precise meaning of "critical thinking."

The mandate of the Contract Team for the assessment is to assess whether the curriculum has been implemented as intended, and whether the goals of the curriculum are being achieved. As a result, it was necessary to develop a working definition of critical thinking as a foundation for the development of the assessment instruments. This definition acknowledges three quite distinct traditions in "critical thinking": theoretical definitions of philosophers and other researchers; current practices in the assessment of critical thinking, and the realities of implementing pedagogical practice which will facilitate critical thinking in the classroom. The resulting definition of critical thinking is, admittedly, designed to serve the pragmatic purposes of the assessment, although it does draw on each of these three traditions. The Contract Team does not view this definition as definitive, but rather considers that it represents a reasonable compromise that acknowledges important contributions in the area, and provides a framework for the development of suitable assessment instruments.

## DEFINING CRITICAL THINKING

Social studies educators at all levels broadly support the notion of critical thinking in the social studies curriculum. Indeed, some writers trace the term "critical thinking" as far back as the 1916 National Education Association report which charted new directions for the then-new discipline of "the social studies." There is, however, no single accepted definition of critical thinking currently in use in British Columbia; nor could the Contract Team locate such a definition in use in other jurisdictions.

Few, if any, social studies educators suggest that critical thinking is unique to their discipline. Unfortunately, the term "critical thinking" is not used uniformly across curricular areas. Generalists, for example, refer to "thinking across the curriculum", and the methodologies they use as "teaching thinking". In science, the term "rational thinking" appears to have gained more currency than "critical thinking". British Columbia history examinations have generally referred to "higher order thinking" or "higher mental processes". This varying terminology is probably due, at least in part, to the unique content, traditions, and methodology of each discipline.

The B.C. curriculum guide for social studies states that students should learn to think critically, but the guide does not make explicit, even in the most general sense, the components of critical thinking. Nevertheless, implicit in the guide is the point of view that the development of critical thinking is predicated on the pedagogical practice of inquiry. Students must experience to learn, and, it is assumed, critical thinking can be learned only through the exercise of appropriate activities. These premises clearly underpin the current social studies curriculum guide.

Many researchers and philosophers of education have attempted to develop definitions of critical thinking. For example, Cuban (1984) notes that "defining thinking skills, reasoning, critical thought, and problem solving is troublesome", and that, in the minds of educators and parents alike, they are probably "indistinguishable" (p. 676). Similarly, Beyer (1984) laments the "inability of educators to arrive at a commonly held definition for the skills we do attempt to teach" (p. 487).

Behind these viewpoints stands an abundance of definitions, but this abundance is testimony to the lack of conceptual clarity. Definitions of critical thinking can be organized into two interrelated categories: those which focus on problem-solving and decision-making, and those which focus on the "critical" aspect of critical thinking, where the learner/thinker is developing epistemological skills to evaluate the adequacy of knowledge.

As an example of the epistemological approach, there is widespread agreement that critical thinking includes features such as:

- — distinguishing facts from opinions or values;
- — assessing the reliability of a source;
- — assessing the accuracy of a statement;
- — distinguishing relevant from irrelevant information;
- — detecting bias;
- — identifying unstated assumptions, and;
- — recognizing logical inconsistencies (Beyer, 1985).

Very often, but not always, these critical epistemological processes are subsumed within the category of problem-solving and decision-making skills. As an example, consider the work of Kneedler (1987) in developing a definition of critical thinking for the California Assessment Program. Kneedler's task, like our own, was to define critical thinking and to operationalize it in order to assess the degree to which California history and social science curricula fosters critical thinking in students. Kneedler defined critical thinking as incorporating three clusters of skills:

- — defining a problem;
- — judging information related to the problem, and;
- — drawing conclusions and solving the problem.

Within Kneedler's definition, the epistemological aspect of critical thinking is subsumed within problem-solving, specifically, in the process of "judging information".

Hence, while there is informal consensual agreement that the current social studies curriculum is intended to incorporate aspects of critical thinking, there is no single commonly accepted meaning accorded to the term. As a result, the Contract Team found it necessary to define the construct of critical thinking as a first step towards development of suitable items to assess the achievement outcomes of the curriculum.

In order to make the intent of the curriculum guide with regard to critical thinking more explicit, the Contract Team undertook an analysis of the skills section of the guide. Each of the approximately 170 skills was coded according to Bloom's taxonomy (Bloom, Englehart, Furst, Hill and Krathwohl, 1956). In developing the Table of Specifications for each grade in the assessment, we analyzed all skills which, to use the terminology of the curriculum guide, are "developed and maintained" to the end of that grade. For example, the Grade 10 Table of Specifications reflects all skills developed and maintained in Grades 8, 9 and 10. Similarly, the specifications we developed for Grades 4 and 7 reflect the accumulation of skills developed and maintained to the respective grade level.

The analysis of skills revealed several interesting features. It became evident that there was a preponderance of **analysis** and **evaluation** skills (Bloom's levels 4 and 6) in the Tables we had developed for each of the three grades. While there were some synthesis (level 5) skills, they were very few in number. Our analysis in fact supported the writings of Beyer (1985), who, after a thorough review of the critical thinking literature, concluded that critical thinking is a procedure which

> involves two types of thinking: first, analysis of some data – taking it apart to find specific clues

> relevant to a particular analytical purpose (as when one searches a document to find any clues for bias) and to identify whatever pattern may exist among the clues found. Second, some **evaluation** is required – some judgement about the extent to which the clues and patterns of clues, if found, match sufficiently the type of critical thinking feature sought. Engaging in these two types of thinking – analysis and evaluation – ... is what critical thinking is all about (p. 276).

These processes are evident in statements made in the curriculum guide, and in particular, are listed in the chart "Skills through the Grades" at the end of the curriculum guide.

This perspective on critical thinking was incorporated into our Tables of Specifications by placing "critical thinking" within the three highest levels of Bloom. In addition, the Contract Team concluded that the majority of items to measure critical thinking should assess **analysis** and **evaluation**, with a lesser emphasis on synthesis.

Since Bloom intended the taxonomy to be a complete description of cognitive skills, it is reasonable to find that critical thinking can be logically placed within the higher levels of the taxonomy. The assessment, however, did not simply equate part of Bloom's taxonomy with critical thinking, an equation which Beyer (1985) explicitly states should be avoided. Item writing teams at each grade were persistent in their efforts to develop many critical thinking items which were framed within problem-solving and decision-making scenarios, to reflect the emphasis in the curriculum guides. Many of these items appeared in the assessment as part of a set of questions which led students through a decision-making or problem-solving process.